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ABSTRACT

The Emergency School Aid Act (ESAA) Title VI provided funds to assist in the voluntary desegregation of the Milwaukee Public Schools through a variety of magnet special school programs which would attract area-wide or district-wide enrollment. These special programs are located in elementary, middle, and senior high schools throughout the city. This report includes descriptions of the program selection process; the magnet specialties; the objectives; evaluation design; findings; and recommendations. Evaluation across programs shows progress in student achievement, parent satisfaction, increased multi-ethnic understanding, and better holding power as evidenced by increased attendance and decreased suspensions. The complete attainment of magnet goals depends, in part, on finding solutions to limited parent participation and limited student extra-curricular participation; expanding courses to serve K-12; providing special help for students interested in a specific course area but who lack an informed background; having alternate programs for students whose program of choice cannot be attended due to racial balance considerations; and limiting the testing of high school career mastery programs to students in higher level courses and discontinuing the exemption of high-achieving students. (Author/PN)

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MAGNET SCHOOL PROGRAM

EVALUATION REPORT

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ESAA
TITLE VI
1980-1981

ED222504

TM 820 616

MILWAUKEE PUBLIC SCHOOLS
Milwaukee, Wisconsin

MILWAUKEE ESAA TITLE VI MAGNET SCHOOL PROGRAM

EVALUATION REPORT

1980 - 1981

Grant Number G008004972
Project Number 589AH00040

Division of Planning and
Long-Range Development

Department of Educational Research
and Program Assessment

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LIST OF ABBREVIATIONS

ESAA = Emergency School Aid Act

MPS = Milwaukee Public Schools
UW-M = University of Wisconsin-Milwaukee

IGE = Individually-Guided Education
IB = International Baccalaureate

K4 = Four-Year-Old Kindergarten
K = Kindergarten
LP = Lower Primary
MP = Middle Primary
UP = Upper Primary

N = Number of Pupils
$\bar{x}$ = Mean Raw Score
SD = Standard Deviation
t = Student's t-test for significance of difference between mean scores

7

INTRODUCTION

1980-1981 was the fourth year of Milwaukee's Magnet School Program, which was part of a design to accomplish voluntary integration by creating a variety of special schools which would attract area-wide or district-wide enrollment. The aim was to expedite the initial Federal Court order for racial balance of 25 percent to 50 percent black enrollment in two-thirds of the schools during the period 1977 to 1979. The court's final judgment for school years 1979-1980 to 1983-1984 requires a racial balance of 25 percent to 60 percent black at the elementary and junior high levels and 20 percent to 60 percent black at the high school level. The court ordered that 75 percent of the students must attend desegregated schools. Kindergarten and some exceptional education and bilingual students are not included in the 75 percent.

As an alternative to forced bussing, Milwaukee has developed programs geared to the special interests and learning styles of its students. These special programs are located in elementary, middle, and senior high schools throughout the city. Racial balance is achieved by encouraging students to participate in the specialty which meets their needs and interests and providing transportation to the school site.

Parents have an opportunity to select either attendance area or city-wide specialty schools for their children. Student assignments are made to enhance racial balance. Several other choices are available in cases where the original parent selection is not feasible. This procedure results in voluntary movement out of neighborhood schools for enrollment in specialty schools. Transportation of elementary and handicapped children is provided by the school system.

This report defines magnet schools as those specialty schools which receive federal desegregation funds in support of their specialty programs. In 1980-1981, Title VI of the Emergency School Aid Act (ESAA) provided support for several Magnet (specialty) programs in schools aiming to achieve desegregation as defined by the United States Office of Education, 20 percent to 80 percent minority enrollment. Minority enrollment, according to this definition, includes Asian, Black, Hispanic, and Native American students. Twelve high schools, four middle schools, and 14 elementary schools were served. Federal funding in the amount of $4,155,596 was awarded to staff for teaching and curriculum development, inservice training, consultant services, field trips, and equipment to implement 29 different specialties in the 30 Magnet schools. This included 20 of the 1979-1980 programs in addition to nine new programs in eight schools. Eleven thousand three hundred and ninety-three students enrolled in Magnet programs in Fall 1980.

Table 1 reports the number of Magnet schools, number of programs, enrollment, and ESAA Title VI (known as Title III, 1977 to 1979) funding since the initial federal support in 1977. The high school enrollment was low in 1977 because the funding covered essential planning and curriculum development for career specialties, which started in 1978.

It should be noted that schools which had Magnet funding only during previous years continue to benefit from the inservice training, materials, and curriculum development received at that time.

Table 1 reports the scope of Magnet programs since 1977.

TABLE 1

ESAA TITLE VI MAGNET PROGRAM, 1977-1981

	1977-1978	1978-1979	1979-1980	1980-1981
Number of Schools				
Elementary	18	7	15	14
Middle/Junior High	14	3	7	4
Senior High	4	7	9	12
Total	36	17	31	30
Number of Programs				
Elementary	8	7	10	12
Middle/Junior High	12	3	5	4
Senior High	4	7	9	13
Total	24	17	24	29
Program Enrollment, September				
Elementary	6,720	2,557	5,823	5,575
Middle/Junior High	12,580	1,782	4,743	2,368
Senior High	63	1,235	1,880	3,450
Total	19,363	5,574	12,446	11,393
ESAA Title VI Funding	$2,581,470	$2,002,359	$3,263,101	$4,155,596

TABLE 2

MAGNET PROGRAMS, 1977-1981

MAGNET PROGRAMS	1977-1978	1978-1979	1979-1980	1980-1981
Elementary				
Basic Education/Academic Enrichment			X	
City-Wide Learning Center		X	X	X
Communication Arts				X
Continuous Progress	X		X	X
Creative Arts	X	X	X	X
Early Language Immersion in Spanish				X
Environmental Studies		X	X	X
Fundamental	X		X	
Gifted and Talented	X	X	X	X
International Education				X
Montessori		X	X	X
Multi-Cultural Arts				X
Multi-Language	X	X	X	X
Multi-Unit/IGE (Individually-Guided Education)	X			
Open Education	X			
Science, Health, and Physical Education	X	X	X	X
Middle/Junior High				
Academic Emphasis	X			
Career Guidance	X			
Fundamental	X		X	
Gifted and Talented	X	X	X	X
Humanities and Fine Arts	X		X	X
Individualized Needs	X			
Multi-Unit	X			
Multi-Language/Multi-Cultural	X			
Multi-Unit/IGE	X			
Multi-Cultural/Bilingual/IGE		X	X	X
Open Education	X			
Technical Education	X			
Visual and Performing Arts	X	X	X	X

TABLE 2 (Cont'd)

MAGNET PROGRAMS	1977-1978	1978-1979	1979-1980	1980-1981
Senior High				
Agribusiness			X	X
Applied Technology			X	X
College Bound		X	X	X
Communications and Media	X	X	X	X
Community Human Services	X		X	X
Computer Data Processing		X	X	X
Energy and Environment	X			X
International Studies				X
Marketing and Word Processing				X
Medical, Dental, and Health		X	X	
Small Business Management, Finance, and Commerce				X
Tourism, Food Services, and Recreation				X
Transportation	X	X	X	X
Visual and Performing Arts		X	X	X

This report includes descriptions of the program selection process; the Magnet specialties; the objectives, evaluation design, and findings; and the recommendations based on the findings.

AN OVERVIEW OF MAGNET SCHOOLS

Program Selection

In the spring of 1980, parents had the opportunity to select the schools which they preferred to have their children attend in September 1980. The range of choices included enrolling in Magnet and other specialty schools, enrolling in neighborhood schools, transferring to another school in the neighborhood league, transferring to a participating suburban school if a minority student, or transferring to any city school where there was room and where racial balance would be enhanced. High school students could elect to attend a career specialty program away from their home school on a part-time basis.

Transportation to specialty schools was provided by the Milwaukee Public Schools through a complex school bus network.

Magnet School Sites, Specialty Programs, and Enrollment

Milwaukee's specialty schools are designated either as attendance area or city-wide schools. Attendance area schools are neighborhood schools which draw students from the local area. However, students living in other attendance areas may enroll if their presence enhances racial balance. Similarly, students who live in the attendance area may be reassigned to schools in other attendance areas to enhance racial balance. Reassigned students select any school where their presence will enhance or not disturb racial balance.

City-Wide Schools

Do not have attendance areas but draw students from the entire area.

Elementary Schools

Magnet programs operated in 14 of Milwaukee's 113 elementary schools. Three of the 14, Elm, Meir, and Eighty-Second Street Schools, are city-wide schools.

Middle Schools

Four of 19 middle schools had Magnet programs. One of the four programs, Rufus King's Gifted and Talented, is a city-wide school.

Senior High Schools

All of the 15 senior high schools have career specialties in addition to the regular high school program. Twelve of the 15 were Magnet programs. One of these, Rufus King, is a city-wide school for the college bound in which all students participated in the program.

Percent Minority

The goal of Magnet programs is to achieve a racial balance of 20 percent to 80 percent minority in each school. All Milwaukee Magnet programs achieved the goal. Table 3 reports total school enrollment, percent white, and percent minority for each Magnet school and high school career specialty program.

Magnet school locations are shown on the map, Page 10.

TABLE 3

MAGNET SCHOOL ETHNIC ENROLLMENT 1980-1981**

MAGNET SCHOOL	TOTAL SCHOOL			MAGNET SPECIALTY WITHIN SCHOOL		
	Number of Pupils	Percent White	Percent *Minority	Number of Pupils	Percent White	Percent Minority
Elementary						
Clement	322	66	34			
82nd Street	311	54	46			
Elm	376	53	47			
55th Street	76	68	32			
Goodrich	397	68	32			
Hartford	585	45	55			
Hawley	319	49	51			
MacDowell	526	46	54			
Maple Tree	385	47	53			
Golda Meir	253	60	40			
Sherman	564	44	56			
67th Street	314	61	39			
Townsend	488	44	56			
21st Street	659	50	50			

---

* Minority = Asian, Black, Hispanic, Native-American, Other Non-White

** MPS Official Fall Enrollment Report, September 19, 1980

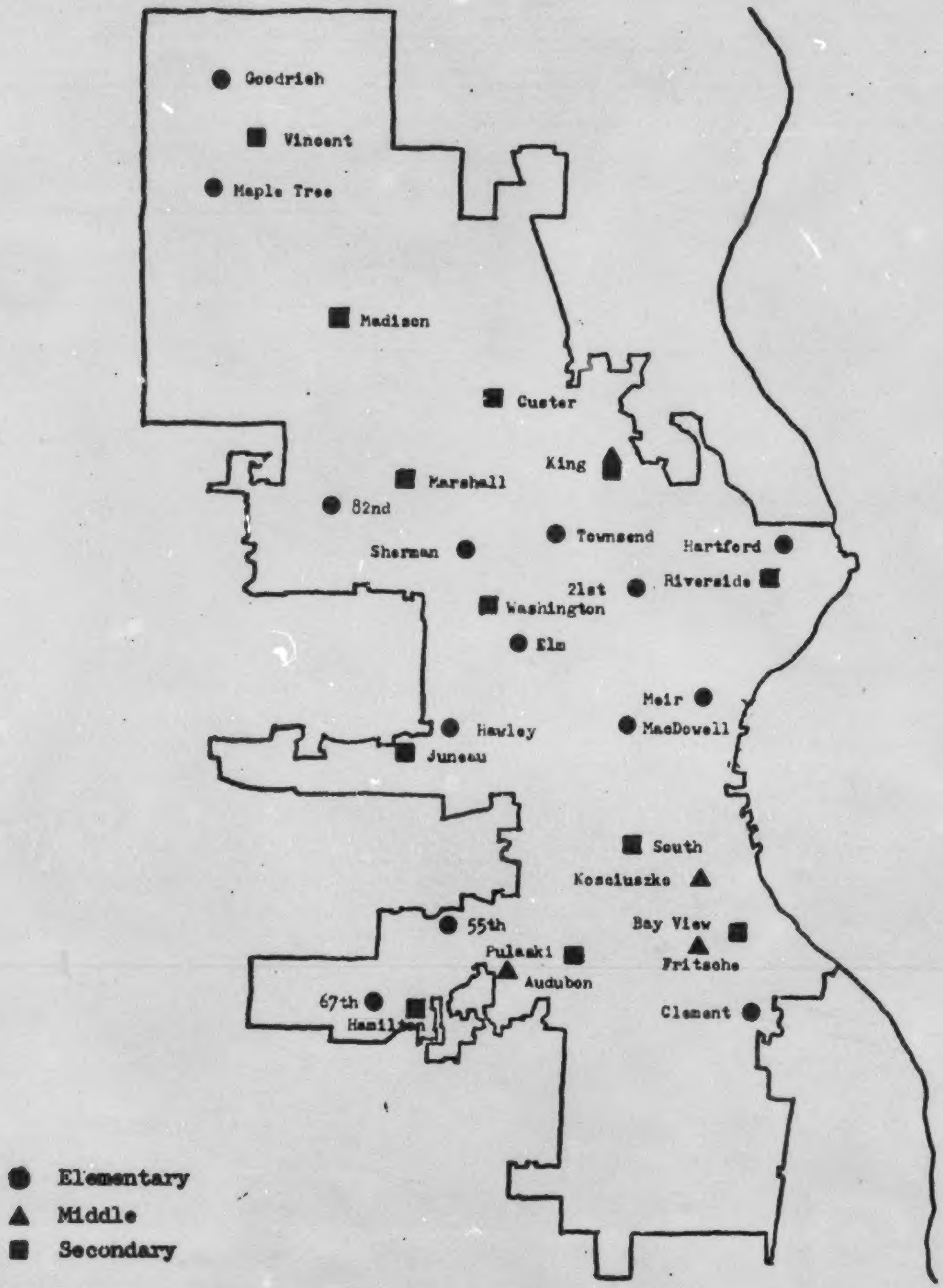
TABLE 3 (Cont'd)

MAGNET SCHOOL	TOTAL SCHOOL			MAGNET SPECIALTY WITHIN SCHOOL		
	Number of Pupils	Percent White	Percent *Minority	Number of Pupils	Percent White	Percent Minority
Middle						
Audubon	737	50	50			
Fritsche	500	55	45			
King	434	53	47			
Kosciuszko	697	46	54			
Secondary						
Bay View	2,239	72	28	512	69	31
Custer	2,311	59	41	178	46	54
Hamilton	2,077	68	32	230	76	24
Juneau	973	59	41	120	71	29
King	708	51	49	708	51	49
Madison	2,538	54	46	86	81	19
Marshall	2,291	50	50	242	30	70
Pulaski	2,362	72	28	326	71	29
Riverside	1,124	44	56	116	40	60
South Division	2,478	46	54	365	63	37
Vincent	1,558	61	39	255	80	20
Washington	1,719	38	62	312	42	58

* Minority = Asian, Black, Hispanic, Native-American, Other Non-White

** MPS Official Fall Enrollment Report, September 19, 1980

FIGURE 1. ESAA TITLE VI MAGNET SCHOOLS 1980-1981


Goodrich
Vincent
Maple Tree
Madison
Custer
King
Marshall
82nd
Sherman
Townsend
Hartford
21st
Riverside
Washington
Elm
Meir
MacDowell
Hawley
Juneau
South
Kosciuszko
55th
Bay View
Pulaski
Fritsche
Audubon
67th
Hamilton
Clement
● Elementary
▲ Middle
■ Secondary

PROJECT DEVELOPMENT

Parent/Community/Staff/Student Involvement

Suggestions for specialty programs and desegregation plans were recommended to the school administration and/or the Board of School Directors by high school career specialty citizen committees and by the Committee of 100. The Committee of 100 represented 1,000 parents and representatives (plus students at the secondary level) elected at each local school who met regularly at the cluster level (a senior high school and its feeder schools). One of their tasks was the election of representatives from their clusters to the city-wide Committee of 100. Desegregation plans and proposals were thus reviewed by a group representing all areas of the city.

Administrative Involvement

Framework for the recommended Magnet projects was developed by curriculum specialists in the Department of Elementary and Secondary Education of the Division of Curriculum and Instruction. Almost all Magnet projects are innovations in Milwaukee. Some are new to the field of education anywhere. These unique curricula were developed in consultation with principals and were integrated with existing curricula and with special programs funded locally and/or at state and/or federal levels. One or more curriculum specialists are assigned to each Magnet project for ongoing assistance with curriculum development and program operation.

In 1976, Milwaukee Public Schools were ordered by a Federal Court to desegregate. In 1977-1978, 18 Magnet programs opened in 33 schools, and plans were completed for six unique programs to become fully operational the following year. In 1978-1979, there were 17 Magnet programs housed in 16 schools. Seven of them were new Magnet specialties. In 1979-1980, 25 programs, including three new specialties, operated in 31 Magnet schools. In 1980-1981, there were 41 specialties in 30 Magnet schools. Newly-created programs are identified in the list of programs on the following page.

ESAA Title VI Support

Milwaukee's ESAA Title VI Magnet School Proposal was approved and funded in September 1980. Federal support of $4,155,596 made possible the appointment of a program coordinator and specialty teachers, the implementation of the evaluation plan, the purchase of special equipment and supplies, inservice training and the employment of substitute teachers to release school staff for curriculum development, consultants, field trips, and some operating expenses.

The 1980-1981 Milwaukee Magnet Programs are:

MAGNET SCHOOLS:	MAGNET SPECIALTY PROGRAMS:
Elementary	
Clement	Continuous Progress
82nd Street	Multi-Language (German and French)
Elm	Creative Arts
Goodrich	International Education*
55th Street	Early Language Immersion in Spanish*
Hartford	Communication Arts*
Hawley	Environmental Studies
MacDowell	Montessori
Maple Tree	Health Education, Science, and Physical Education
Golda Meir	Gifted and Talented
Sherman	Multi-Cultural Arts*
67th Street	Continuous Progress
Townsend	Continuous Progress
21st Street	City-Wide Teacher/Pupil Learning Center
Middle	
Audubon	Humanities and Fine Arts
Fritsche	Visual and Performing Arts
King	Gifted and Talented
Kosciuszko	Multi-Cultural/Bilingual/IGE
Secondary	
Bay View	Visual and Performing Arts: Art, Dance, Music, Theatre
Custer	Applied Technology: Air-Conditioning/Refrigeration, Chemical Technology, Plastics
Hamilton	Marketing*, Word Processing*
Juneau	Small Business Management*, Banking*, Real Estate*
King	School for the College Bound
Madison	Energy and Environment*
Marshall	Communications and Media: Broadcasting, Journalism
Pulaski	Transportation, Transportation Office
Riverside	Community Human Services
South Division	Tourism*, Food Service*, Recreation*
Vincent	Agribusiness, International Studies*
Washington	Computer Data Processing

---

* New specialty program

DESCRIPTIONS OF MAGNET SPECIALTIES

This section describes each 1980-1981 Magnet specialty program at elementary, middle, and senior high levels. Table 4 reports the total enrollment in the Magnet specialties. This includes the total enrollment at elementary and middle levels, with the exception of Fritsche Middle School. All senior high specialties operate as separate programs, except for King High School which includes the total enrollment. Senior high Magnet enrollments include part-time students who attended their home school for conventional studies and travelled to Magnet schools for career specialty courses.

Magnet programs add unique characteristics to the basic curricula in order to attract pupils to special learning environments or special subject emphases. The programs are described in terms of these unique characteristics, as reported by the participating schools. Following each brief program description are school reports of field trips and inservice sessions held during the year and student activities related to the specialty. Members of advisory committees to high school career specialties are also listed.

The descriptions are divided into elementary, middle, and secondary sections. Within each section, programs are presented in alphabetical order according to program title.

TABLE 4

MILWAUKEE PUBLIC SCHOOLS PROJECT DATA
ESAA TITLE VI MAGNET PROGRAM 1980-1981

SCHOOL	PROGRAM	GRADE LEVEL	MAGNET ENROLLMENT SEPTEMBER 1980	ALLOCATION OF MAGNET PERSONNEL	
				*T	P
Elementary					
Clement	Continuous Progress	K-6	322	1	3
82nd Street	Multi-Language (German and French)	K-6 German K-3 French	311	6	10
Elm	Creative Arts	K-6	376	3	2
Goodrich	International Education	K-6	397	2	1
55th Street	Early Language Immersion in Spanish	K-LP	76	2	2
Hartford	Communication Arts	K-8	585	3	4
Hawley	Environmental Studies	K-6	319	3	
MacDowell	Montessori	HS-6	526	3	3
Maple Tree	Health Education, Science, and Physical Education	K-6	385	3	
Golda Meir	Gifted and Talented	3-5	253	3	5
Sherman	Multi-Cultural Arts	K-6	564	2	2
67th Street	Continuous Progress	K-6	314	1	3
Townsend	Continuous Progress	K-6	488	1	3
21st Street	City-Wide Teacher/Pupil Learning Center	K-6	659	5	2
		Total	5,575	38	40
Middle					
Audubon	Humanities and Fine Arts	7-8	737	1	
Fritsche	Visual and Performing Arts	7-8	500	4.6	2
King	Gifted and Talented	6-8	434	5	3
Kosciuszko	Multi-Cultural/Bilingual/IGE	7-8	697	4	7
		Total	2,368	14.6	12

---

* T = Teacher, P = Paraprofessional Aide (20-40 hours/week)

TABLE 4 (Cont'd)

SCHOOL	PROGRAM	GRADE LEVEL	MAGNET ENROLLMENT SEPTEMBER 1980	ALLOCATION OF MAGNET PERSONNEL *T	P
Secondary**					
Bay View	Visual and Performing Arts	9-12	512	7.5	
Custer	Applied Technology	9-12	178	1	3
Hamilton	Marketing and Word Processing	9-12	230	3	
Juneau	Small Business Management, Finance, and Commerce	9-12	120	4	2
King	School for the College Bound	9-12	708	4	3
Madison	Energy and Environment	9-12	86	1	2
Marshall	Communications and Media	10-12	242	3.4	
Pulaski	Transportation	9-12	326	7	1
Riverside	Community Human Services	9-12	116	4	1
South Division	Tourism, Food Service, and Recreation	9-12	365	3	3
Vincent	Agribusiness and International Studies	9-11	255	4	2
Washington	Computer Data Processing	9-12	312	2	1
		Total	3,450	43.9	18
	Total Elementary, Middle, Secondary		11,393	96.5	70

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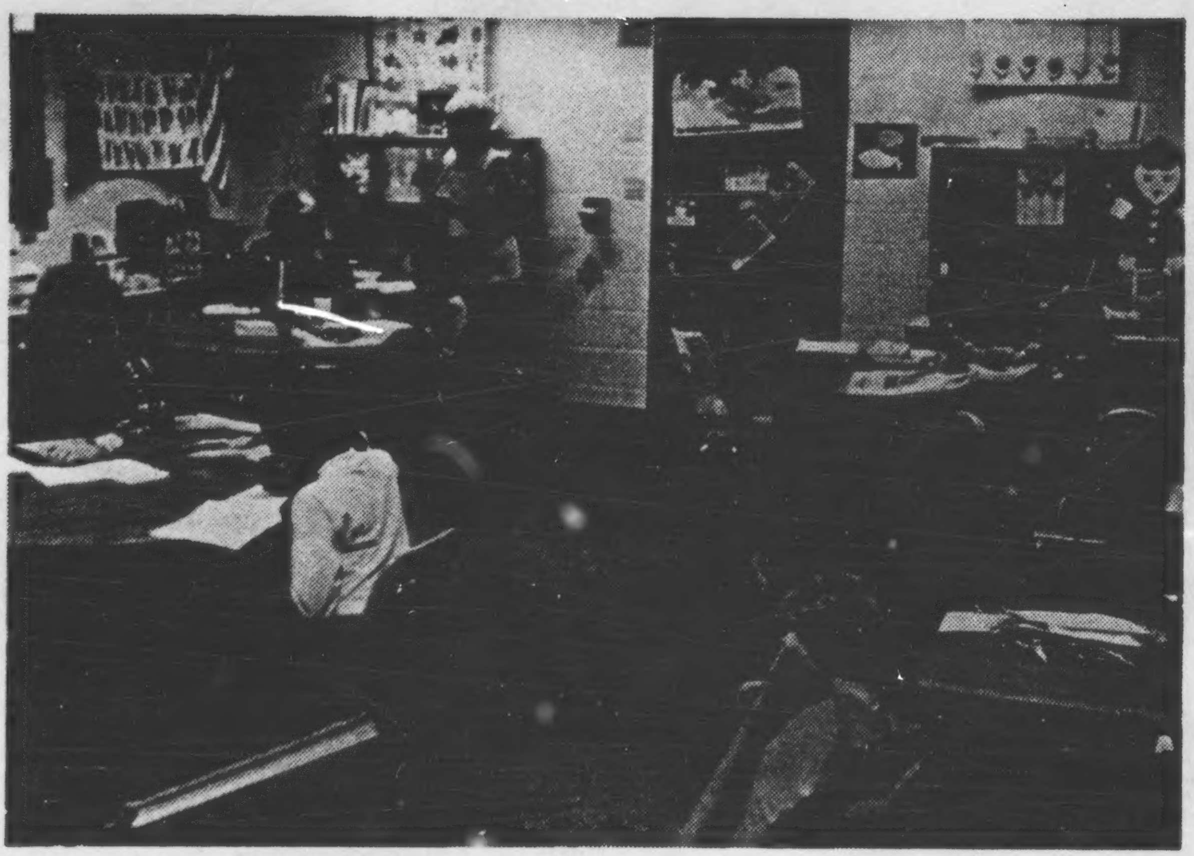
* T = Teacher, P = Paraprofessional Aide (20-40 hours/week)

** Program within the school, except King (entire secondary school)

Elementary School Projects



TWENTY-FIRST STREET

TEACHER/PUPIL LEARNING CENTER

CITY-WIDE TEACHER/PUPIL LEARNING CENTER - TWENTY-FIRST STREET

Completed in 1978 as a one-story open area instructional environment, Twenty-first Street School was constructed to function as a teacher/pupil learning center. "Pods" of about 100 pupils and five teachers surround an Instructional Resource Center. In addition to open space with flexible furniture arrangement, each pod has a room for individual or group study. Enrollment in 1980-1981 numbered 659 kindergarten through grade six pupils.

The building design accommodates an individualized instruction program in which each child is evaluated to determine his/her level of academic skills and optimal learning mode (visual, aural, kinesthetic, or mixed). Each pupil then follows an individually-prescribed curriculum. Carrying portable desks, pupils go to as many as five teachers in a day for individual or group instruction. Teachers record daily progress in reading, language arts, and mathematics. During 1979-1980, the Research Department cooperated with the school in reviewing and revising the diagnostic/prescriptive program.

For pupils whose learning style is suited to drill and practice, a computer-assisted instruction and management program evaluates progress at intervals for strengths and weaknesses as a basis for the next sequence of instruction. A detailed Student Prescription Record is completed for each child for each report card period. Basic reading, math, and language arts skills are integrated into science, art, music, and social studies via a multi-sensory, multi-media, multicultural approach.

One unique reading motivator is an Associated Press teletype which prints out current news translated into a fourth-grade reading level. All students have an opportunity to participate on student editor teams which classify and distribute the news throughout the school.

One cooperating teacher in each pod and two reading resource teachers manage the individualized instruction, which is implemented by teachers and paraprofessional aides. The Language Arts Specialist oversees curriculum, teacher inservice, and the city-wide reading clinic.

A handbook of multi-cultural activities was written by the staff in 1981.

Twenty-first Street School also functions as a city-wide learning center for elementary teachers. Each month, six teachers from other schools attend for a two-week inservice on the diagnostic/prescriptive approach to teaching the basic skills. The workshop includes an opportunity for the participants to diagnose two pupils from their own classrooms, using techniques developed at Twenty-first Street School.

A city-wide reading clinic at the school provides intensive reading instruction for eligible pupils transported by their parents from other public and parochial schools. One-hour sessions are held several times a week on a semester basis.

ESAA Title VI funding amounted to $174,067. It included one diagnostician, two reading resource teachers, two paraprofessional aides, consultants, field trips, equipment, and supplies.

ESAA TITLE VI MAGNET PROGRAM - STUDENT ACTIVITIES

SCHOOL: 21st STREET

PROJECT: TEACHER / PUPIL LEARNING CENTER

DATE	STUDENT ACTIVITY	SITE	REMARKS
9-10-80	Special Child of the Month Parents sent in pictures autobiography of child to share with others.	21st/TPLC LP students	6/81 wonderful display of multi-culture autobiographies of LP students.
11-80	The children will experience our Government in action by holding a mock election for a Pod President with a campaign and voting day.	21st/TPLC MP students	
10-80	Students wrote stories and performed activities and shared their personal heroes with the class.	21st/TPLC 5th grade students	
10-80	Students organized school service activities for gaining "merits" such as: Playground Pals Cadet Patrols Weekly Pod Meetings/ conducted by student chairperson Fund Raising for 6th Gr. Haunted House was built and shared by whole school for Halloween.	21st/TPLC 6th grade students	Haunted House project turned out to be spectacular event that scared everyone.
10-16-80	Grand Opening of redecorated Instructional Resource Center that included a student's mini-zoo.	21st/TPLC	Parents and visitors came to share in activities and refreshments.
12-80	Each Pod presented student's version of "Holidays Around the World", to each other during this month.	21st/TPLC	Each grade K-6 depicted events representative of cultures dominant in Pod.

ESAA TITLE VI MAGNET PROGRAM - STUDENT ACTIVITIES

SCHOOL: 21st STREET

PROJECT: TEACHER/PUPIL LEARNING CENTER

DATE	STUDENT ACTIVITY	SITE	REMARKS
1-22-81	Open House for Parents was a "Pod Simulation". Parents came to school and followed their own child's Prescriptive Program as if they were the student.	21st/TPLC	Parents enjoyed it greatly!
2-6-81	Intermediate students performed at North Division Auditorium "Broadway on Review" for the public.	North Division High School	Outstanding community relations resulted as performance was the greatest.
3-9thru 13-81	Science Fair - every student displayed a project and major science events took place all week. MPS supervisors presented awards.	21st/TPLC	Furthest helium balloon returned was from Canada.
3-14-81	"Imagination Celebration" Students performed excerpts from musical "Broadway on Review"	Northridge Shopping Center	Student art was also displayed at shopping center during the week.
5-9-81	"Flamingo Dancers" Workshop	21st/TPLC	All students enjoyed workshop in Latin music.
5-29-81	Three Year Celebration of new building and Teacher Pupil Learning Center Speciality at 21st. Students performed and hosted events.	21st/TPLC	
6-4-81	School-wide Book Fair sponsored by Reading Resource Teachers.	21st/TPLC	

ESAA TITLE VI FIELD TRIPS
1980 - 1981

MAGNET PROGRAM: **TEACHER/PUPIL LEARNING CENTER** SCHOOL: 21st Street

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
10-22-80	Performing Arts Center	To provide understandings of a symphony concert.		113		
10-27-80	Woodside Acres	To experience the sense of joy in learning through discovery about small animals and foods.	26			
10-27-80	Center Street Library	To conduct teaching session and practice in using research skills.		28		
10-28-80	Center Street Library	To conduct teaching session and practice in using research skills.		28		
10-28-80	Milwaukee Museum	Enrichment Science experience "The Earth's Crust."		59		
11-18-80	Milwaukee Museum	Culmination of social studies unit on South America with program Latin America, Highlands and Lowlands.		55		
11-19-80	Milwaukee Public Museum	Culmination of social studies unit on South America with program Latin America, Highlands and Lowlands.		55		
11-03-80	Golda Meir Library UW-Milwaukee	To see 200,000 paintings that students from around the world painted about Jerusalem.	38			
11-18-80	Milwaukee County Museum	To learn about clothing, food and shelter of native Americans.	81			
11-25-80	Kohl's Food Store	To learn how to locate and purchase food items, correlate with math.		6		
11-04-80	Milwaukee Public Museum	To experience science enrichment, "The Earth's Crust"		58		
11-13-80	Pabst Theater	To correlate with 21st TPLC multi-ethnic theme "My Personal Hero"		106		
11-13-80	Pabst Theater	To correlate with 21st TPLC multi-ethnic theme "The Year Of The Hero"	109			
12-18-80	Center Street Library	To continue research in use of library for application of study skills to research a paper.		27		
12-02-80	Center Street Library	To continue research in use of library for application of study skills to a research paper.		26		

ESAA TITLE VI FIELD TRIPS
1980 - 1981

MAGNET PROGRAM: **TEACHER/PUPIL LEARNING CENTER** SCHOOL: 21st Street

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
12-4-80	Center Street Library	To continue research in use of library for application of study skills to a research paper.		26		
12-04-80	Performing Arts Center	To attend two performances to prepare for the Twelve Days Before Christmas. 1. Puppet Show - "Bits and Pieces" 2. Friends of Mime - "Why Not Have Christmas All Year"	104			
12-12-80	Gimbels	To provide culminating activity with Breakfast With Santa Claus - for food unit in science.	24			
12-12-80	Skate University	To provide a reward to the Cadets for a semester of dedicated service in Human Relations.	55			
12-16-80	Lincoln Center for Arts	For observation of theatrical presentation related to material currently covered in music and Phy. Ed. and Language classes.		108		
12-18-80	Pizza Hut & Red Carpet Lanes	To provide a reward for merit system winners due to exceptional human relations behavior in school.		15		
1-07-81	Marquette University Varsity Theater	To develop culture appreciation and positive social interaction.		113		
1-08-81	Milwaukee Public Museum	To provide introduction to European Unit in Social Studies to trace cultural backgrounds in relation to our culture.		108		
1-12-81	First Wisconsin Bank	To establish a savings account for money earned by students in 6th grade candy sale.		8		
1-27-81	Milwaukee, Public Museum	To serve as a culmination to our Multi-culture study of the African continent.		54		
1-12-81	Milwaukee Public Museum	To serve as a culmination to our Multi-culture study of the African continent.		54		
1-28-81	Performing Arts Center	Young Peoples Concert series - music appreciation		115		
2-03-81	North Division	To enjoy and appreciate intermediate students "Review of Broadway"	53			

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ESAA TITLE VI FIELD TRIPS
1980 - 1981

MAGNET PROGRAM: TEACHER/PUPIL LEARNING CENTER SCHOOL: 21st Street

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS K-2	3-6	7-9	10-12
2-04-81	North Division	To enjoy and appreciate intermediate students "Broadway in Review"	53			
2-03-81	Oakridge Farms	To interrelate a comparative study of country and city living with a social studies and language Arts program.	51			
2-04-81	Oakridge Farms	To interrelate a comparative study of country and city living with a social studies and language arts program.	53			
2-06-81	Wis. State University	To correlate a winter party for students for Language Arts Activities		106		
2-10-81	Milwaukee Opera Co.	To experience music appreciation for opera.	83			
2-17-81	Milwaukee Opera Co.	To experience music appreciation for opera.	87			
2-10-81	Palmyra Camp	To study the marshlands, deciduous forest and pine plantations.		50		
2-27-81	Palmyra Camp	To study the marshlands, deciduous forest and pine plantations.		50		
2-20-81	Capitol Court- Chinese Resturant	To incorporate appreciation of Chinese Culture and foods with multi-ethnic social studies.		50		
2-23-81	Capitol Court- Chinese Resturant	To incorporate appreciation of Chinese culture and foods with multi-ethnic social studies.		50		
3-10-81	Northridge Shopping Center	"Imagination Celebration" - students performance of "Broadway in Review".		55		
3-17-81	Milwaukee Public Museum	Enrichment on Wisconsin Unit in social studies "Pioneer Wisconsin".		58		
3-18-81	Milwaukee public Museum	Enrichment on Wisconsin Unit in social studies "Pioneer Wisconsin".		53		
4-13-81	Milwaukee Public Museum	Enrichment on Wisconsin Unit in social studies "Pioneer Wisconsin."		50		

ESAA TITLE VI FIELD TRIPS
1980 - 1981

MAGNET PROGRAM: TEACHER/PUPIL LEARNING CENTER

SCHOOL: 21st Street

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
3-18-81	Fire Station	To learn about community helpers	24			
3-23-81	Rondeau Theater	To view a movie called "Living Planets" and in order correlate reading and science.	45			
3-24-81	Pabst Theater	To reward students with outstanding merit awards earned in Human Relations.		32		
3-27-81	Milwaukee Public Museum	To view "Pioneer Wisconsin" to correlate with social studies.		50		
4-06-81	Tour of the City	To study environmental aspects of our city as part of social studies program.		35		
4-07-81	Tour of the City	To study environmental aspects of our city as part of social studies program.		35		
4-13-81	Tour of the City	To study environmental aspects of our city as part of social studies program.		35		
4-06-81	International Institute	To view a film and tour international doll collection, to discuss ethnic groups, that settle in Wisconsin.		45		
4-08-81	Mitchell Park Conservatory	To observe the beauty of nature and the three types of plant habitations.	24			
4-09-81	Mitchell Park Conservatory	To observe the beauty of nature and the three types of plant habitation.	13			
4-09-81	Milwaukee Public Museum	To support social studies unit on Pioneer Wisconsin		50		
4-14-81	Milwaukee Public Museum	To support social studies unit on Pioneer Wisconsin		50		
4-1[illegible]-81	Shakey's Pizza Parlor	To learn to appreciate restaurant manners.		10		
4-16-81	Audobon Nature Center	To culminate science project relating to plant study.		56		
4-28-81	Audobon Nature Center	to culminate science project relating to plant study.		56		

ESAA TITLE VI FIELD TRIPS
1980 - 1981

MAGNET PROGRAM: TEACHER/PUPIL LEARNING CENTER

SCHOOL: 21st Street

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
5-04-81	Madison High Planetarium	To correlate space, planets and constellations with science and language arts lunit.	104			
5-04-81	Madison High Planetarium	To learn about the planets for science unit.		10		
5-11-81	Pabst Theatre	To enjoy a presentation of the classics - Treasure Island - for Language Arts.		55		
5-18-81	Pabst Theatre	To enjoy a presentation of the classics - Treasure Island - for Language Arts.		57		
5-19-81	Pabst Theatre	To provide class with an experience in appreciation of live theatre.		112		
5-20-81	Mauthe Lake	To culminate science unit with a naturalist guided tour of Kettle Moraine Area.		56		
5-19-81	Mauthe Lake	To culminate science unit with a naturalist guided tour of Kettle Moraine Area.		56		
5-22-81	Milwaukee County Zoo	To observe animals in their natural habitat and to gain experience in a social outing.		104		
5-20-81	Pabst Theatre	To appreciate live performance for Language Arts .		100		
5-22-81	Milwaukee County Zoo	To learn about different species of animals and interesting facts about animal habitats.	104			
5-27-81	Green Meadows Farm	To learn about occupations on a farm and the equipment used to farm.	86			

ESAA TITLE VI MAGNET PROGRAM
INSERVICE TRAINING, 1980-1981

SCHOOL: 21st STREET

PROGRAM: TEACHER/PUPIL LEARNING CENTER

DATE	SUBJECT COVERED	NUMBER OF PARTICIPANTS	CONSULTANT(S)
3/28/81	Multi-ethnic, Multi-cultural	25	Mrs. Schott Dr. Stillman
4/11/81	Plans for 1981-82 Intermediate Staff and Music, Art and Phy. Ed. Specialist	25	Mrs. Schott Dr. Stillman
4/81	Management for Computer Management Instruction	10	David Romstad

HARTFORD AVE.

COMMUNICATION ARTS

COMMUNICATION ARTS CENTER - HARTFORD

The Communication Arts Program, housed at Hartford Avenue School, emphasizes oral and written expression in the learning of basic skills. In 1980-1981, the initial year of the program, many media were employed to convey information and ideas via publications, radio, television, music, and art. A resource center is the hub from which teacher specialists in media, art, and music work with groups of pupils. It also houses a library of student publications. Here the new school newspaper was launched as a vehicle for creative writing ranging from news reports to poetry. The center is also the clearinghouse for special pupil publications such as that celebrating Respect Week.

Magnet funds of $140,107 provided an art specialist, music specialist, communication media specialist, four paraprofessional aides, equipment including a video cassette recorder, supplies, consultants, and field trips.

Hartford Avenue School includes Kindergarten to Grade 8 with one superior ability class at grade levels five through eight. It is located adjacent to the University of Wisconsin-Milwaukee and is visited once a week by a professor of education and his students. The professor assists Hartford classes with creative writing, oral language, and listening. His students observe and also provide help to individual pupils. Classrooms are self-contained, although pupils join reading groups at the grade levels corresponding to their ability levels.

The scope of the program was exhibited on Communications Arts Day in April when students moved around the building viewing various forms of communication including a TV studio, a radio station, and non-verbal communications: signs, symbols, body language, sporting signals, and semaphore. Written communications covered "How a Newspaper is Written", student demonstrations of poetry, letter writing, posters as a means of communication, and displays of communication from hieroglyphics, the Rosetta Stone, and up to modern-day technology. Communication Through the Arts featured relief printings, photo-art, Kodaly hand signals, African drumming, Communication of Bells Throughout History, displays of macrame and crochet, and a slide presentation of "Hartford Avenue - Communication Arts School". Various other activities included Communication of the Blind, Telephone Communications, hobbies and reports, a TV commercial and skits on consumerism, and plays.

Hartford students can continue in high school career specialties related to their communication arts background such as Communications and Media, Visual and Performing Arts, International Studies, or School for the College Bound.

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: HARTFORD **PROGRAM:** COMMUNICATION ARTS

DATE	STUDENT ACTIVITY	SITE	REMARKS
October 1980	Halloween art contest	Radio Station WISN	Hartford Avenue won the contest and received $250.
10/29	"Halloween Happening" musical Halloween program	Hartford Auditorium	Sixth-grade chorus, seventh- and eighth-grade chorus; 90 students in two separate shows from LP and MP, in costumes, danced to Halloween dance; 90 students in two separate shows, in witch costumes made by the students, danced to "The Witches' Brew".
12/17	Holidays Around the World	"	The music department planned a program based on holidays around the world. The show lasted 45 minutes with over 200 students participating. The show was videotaped, and students viewed themselves on tape the next day.
1/20/81	Dr. John Stewig	Hartford Avenue Media Center each Tuesday, January-May	Dr. John Stewig, UWM professor and author of "Read to Write", works with students in the areas of oral and written language and listening experiences.
1/20	Milwaukee Children's Touring Company	Hartford Auditorium	PTSA sponsored this event for all 600 students, Kindergarten to Grade 8
1/21	Spelling Bee	"	Contest between two sixth-grade classes
2/6	Respect Week	Hartford Avenue School	This was an all-school event sponsored by the Human Relations Committee and the Communication Arts Specialty. A booklet of student poems and writings was sent home to parents.

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: HARTFORD **PROGRAM:** COMMUNICATION ARTS

DATE	STUDENT ACTIVITY	SITE	REMARKS
2/13	Respect and Self Awareness	Hartford Avenue Gym	Linda Mott Show, sponsored by the Lincoln Educational Center, "Integration Through the Arts Program '81"; 600 students, Kindergarten to Grade 8, attended this program.
3/16	Gerald Wallace	"	Performed works of Langston Hughes, Edward Lear, and Lewis Carroll; sang folk songs and recited poetry
3/20	Kelvin Davis	Classrooms and Auditorium	Conducted workshops involving mime, music, and movement in the classrooms and the auditorium; involved the entire school
4/2	Gloria Visintin	Auditorium	Used music, costumes, drama, and visual display of an extensive basket collection; entire school participated.

SPECIAL SCHOOL ACTIVITIES

April 8 - Communication Arts Day involved the whole school. Each class did an activity to demonstrate different meanings of communication. Students moved around the building every 15 minutes viewing forms of communication such as: a TV studio, a radio station, non-verbal communications - signs, symbols, body language, sporting signals, and semaphore. Written communications covered "How a Newspaper is Written", student demonstrations of poetry, letter writing, posters as a means of communication, and displays of communication from hieroglyphics, the Rosetta Stone, and up to modern day technology. Communication Through the Arts featured relief printings, photo-art, Kodaly hand signals, African drumming, Communication of Bells Throughout History, displays of macrame and crochet, and a slide presentation of "Hartford Avenue Communication Arts School". Various other activities included Communication of the Blind, Telephone Communications, hobbies and reports, a TV commercial and skits on consumerism.

April 10 - Communication Arts Day was carried over to Friday, April 10, with two plays performed in the auditorium. The first-grade class performed the musical "The Elephant's Child", and the fifth-grade class portrayed the drama, "Paul Revere Rides Again".

May 6 - Fine Arts Night. A musical production, "Entertainment Now and Then", was put on by the music specialist including LP to Grade 6. An art display in the gym featured student art works. Other activities included a Home Ec display, "Communicating Through Advertising". A non-verbal communication through signs and symbols and the performance of the seventh- and eighth-grade chorus and the sixth-grade chorus was presented. Many students and their parents attended.

VARIOUS CLASSROOM ACTIVITIES

Reading/Listening/Speaking:

The fifth-grade class reads to the first-grade students on a weekly basis (one fifth-grade student to one or two first-grade students)
Broadcasting skits to the class - news, weather, and sports (Grades 4-5)
Oral reports (Grades 4-8)
Spelling Bee (Grade 6)

Writing (Functional):

Letter to the Mayor (Grade 5)
Friendly letters, business letters, character descriptions, and miscellaneous essays (Grades 7-8)
Letters from the American Revolution (Grade 5)

Writing (Creative):

Classroom newspaper (Grades 2 and 8)
Classroom magazine (Grade 6)
Poetry - color poems, form poems, etc. (UP through Grade 6)
Written plays to be presented to the class (Grade 5)

Written plays to be presented to the class with emphasis on enunciation, projection of voice, and dramatic readings (Grade 6)
Writing stories, illustrating, and binding into books (Kindergarten through Grade 8)

Creative Arts:
Videotape, commercials (Grades 7 and 8)
Communication through music - Kodaly hand signals, drums, music appreciation
Drama - puppet plays (Grade 5); skits prepared from classic reading material, Greek mythology (Grade 7); oral readings, poems, comic literature for dramatic expression (Grades 6 and 7)
Art - making of puppets for play presentation (Grade 5); making of costumes for all school performances (primary grades); Artist of the Week display (all grades); Communication through Creative Arts, display of student art work during Youth Art Month, March 1-28

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: HARTFORD PROGRAM: COMMUNICATION ARTS

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
10/7/80	Concert		36 students, Grade 8			
10/13	Two-hour city bus tour	To view the cultural and ethnic landmarks, streets, and buildings that make up "Milwaukee's Cultural Family"	110 students, Grades 7-8 1 student teacher 1 paraprofessional 1 parent			
10/19		To attend an introductory meeting for students who are interested in competing in the Greater Milwaukee Council of Arts for Children, project "Exploring Milwaukee", a television competition for students	45-50 students, Grades 7-8 2 teachers 1 student teacher 1 paraprofessional			
11/13	Pabst Theatre	To see the play, "Daniel Boone"	53 students, Kgn-LP 2 teachers			
12/4	Riverside Theatre	To see the Nutcracker Ballet	35 students, Grade 8 1 teacher			
12/19	UWM Cinema	Communication Arts to coincide with project focusing on visual effects	35 students 1 teacher 2 paraprofessionals			
1/8/81	Varsity Theatre	Language art experiment	12 students, Primary 1 teacher			
1/9	Marquette University Theatre	Live performance of the Children's Theatre	56 students, Grade 6 1 teacher			
1/13	Milwaukee Historical Society	To find information on statues in Milwaukee for Channel 10 video contest	[illegible] students, Grade 7 1 paraprofessional			

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: HARTFORD

PROGRAM: COMMUNICATION ARTS

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
1/14	Radio stations: WLPX, WZUU, WFMR	WFMR taped a 30-minute commercial created by the students; other stations, to view the facilities and make comparisons (rock station vs. soul, etc.).	40 students, Grade 7 1 teacher 2 parents 1 paraprofessional			
1/30	Office of the Mayor	Met Mayor Maier in his personal office, and he told them firsthand what it is like to be mayor. He spoke with the students about their knowledge of how the city is governed and then told actual "on-the-job" experiences.	33 students, Grade 5 1 teacher			
2/4	UWM Computer Facilities	Uses and operations of computers	35 students, Grade 8 1 teacher			
2/18	Coast Guard Cutter	To view communication equipment and discuss the use of different flags as a means of communication	10 students, Grade 7 1 parent			
"	Lincoln Center	To encourage students to explore their interests in plays	12 students, Primary 1 teacher			
"	"	To see play, "Little Red Riding Hood"	51 students, Kgn-Primary 1 teacher 1 aide			
2/19	Art Gallery	Video study of black history	35 students, Grade 8 1 teacher			
3/11	Cebco Flag Center	History of American flag; making of flags	3 students, Grade 7 1 parent			
3/12	Milwaukee County Courthouse	Mock trial	26 students, Grade 5 1 teacher			
3/17	Inner-City Arts Council	To study posters as a means of communication	8 students, Grade 7 1 teacher			

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: HARTFORD PROGRAM: COMMUNICATION ARTS

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
3/18	Channel 4	Sat in audience on the TV show, "A New Day"; interviewed Terry Meusen and Shawn Briggs as part of a unit on broadcasting	60 students, Grade 6 2 teachers			
3/25	Industrial Aid for the Blind	To learn how the blind communicate	4 students, Grade 5 1 parent			
3/26	Industries for the Blind	To learn how the blind make a living	3 students, Grade 5 1 parent			
"	Milwaukee Public Library	Talking Books - Gathered information re: communication of blind people for our Communication Arts Day	5 students, Grade 5 1 parent			
"	Engleburg School	To see how blind communicate at school	2 students, Grade 5 1 parent			
3/31	Channel 4	To tour the station in preparation for Communication Arts Day presentation	28 students, Grade 6 1 teacher			
4/1	Deluxe Poster Corporation	Study posters as a means of communication	3 students, Grade 7 1 adult			
"	Channel 4	Tour the station in preparation for Communication Arts Day presentation	29 students, Grade 6 1 teacher			
5/1 and 5/2	City of Milwaukee Urban Trip	Study of Milwaukee	26 and 29 students, Grade 5 2 teachers			
5/27	Milwaukee City Hall	Visited the Department of Water, Safety, and Transportation	26 students, Grade 7 1 teacher			
5/29	Dover Street School	To view a musical production and an art exhibit by fifth- and sixth-grade classes				

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: HARTFORD **PROGRAM:** COMMUNICATION ARTS

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
6/1	Riveredge Nature Center	Study of pond life	58 students, Grade 5 2 teachers			
6/5	MacKenzie Environmental Education Center	To study nature and conservation, also natural resources	55 students, Grade 8 2 teachers 2 adults			
6/8	Iroquois Boat Trip	A continuation of unit on transportation and Milwaukee Harbor	60 students, LP-MP and Grade 5 2 teachers			
6/9	Wade House	Continuation of unit on Wisconsin	60 students, Grade 5 2 teachers			

ESAA TITLE VI MAGNET PROGRAM
INSERVICE TRAINING, 1980-1981

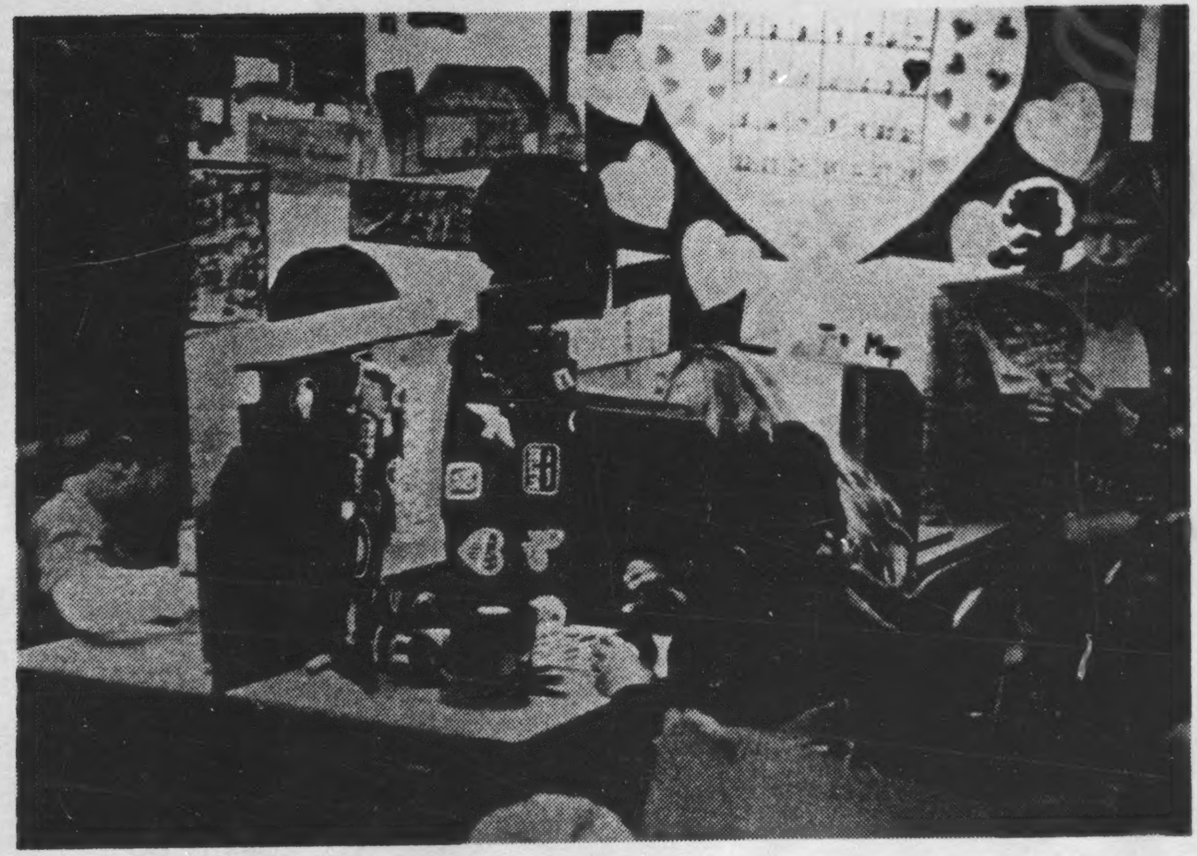
SCHOOL: HARTFORD

PROGRAM: COMMUNICATION ARTS

DATE	SUBJECT COVERED	NUMBER OF PARTICIPANTS	CONSULTANT(S)
12/13/80	Writing creatively	36	Barbara Francxyk, UWM
1/7/81	What is a communication arts school?	36	MPS staff
1/17	Creative writing and communication arts	35	Dr. Mary Jane Simpson, UWM
1/22	"Creative writing" sharing time	35	MPS staff
2/25	Communication Arts All-School Activity Day	25	"
3/11	Art and music in a communication arts school	20	"
3/12	Computer knowledge for communication	7	"
3/13	Book binding	25	"
6/2 and 6/4	Developing a scope and sequence in language arts writing skills, Kindergarten to Grade 8	25	"

TOWNSEND

CONTINUOUS PROGRESS



CONTINUOUS PROGRESS - CLEMENT, SIXTY-SEVENTH STREET, AND TOWNSEND

Continuous Progress schools offer an ungraded individualized program geared to the specific educational needs of pupils. Clement, Sixty-Seventh Street, and Townsend Schools offer a specialty that enables each child to start at his/her own level of achievement and to move ahead at his/her own pace without repetitions or omissions. The Continuous Progress Program started in 1976-1977. The schools received ESAA Title VI funding in 1977-1978, 1979-1980, and 1980-1981. Total K-6 enrollment was 1,124 in 1980-1981.

The program for an individual child usually includes one or two years of kindergarten and from five to seven additional years in the elementary setting until he/she is ready for middle school. Pupils receive instruction in self-contained classrooms balanced by race and sex and generally spanning two years in chronological age. Instruction is confined to the classroom with individualization provided through grouping and the use of open-ended assignments in accordance with individual interests and achievement levels. Teachers maintain careful records to insure that pupils do make continuous progress following the successful completion of assignments. Three paraprofessional aides at each school assist teachers, work with pupils, and manage an individualized reading/language arts system.

Some learning activities are teacher-directed and some are selected by pupils. Pupil selection is provided in small learning (interest) centers in the classroom where children may select from a wide variety of materials and activities geared to individual and small group learning. For example, a math center might contain scales, measuring spoons, calculators, an abacus, and games. Centers are changed several times a year to encourage creative writing, hobbies, science, arts, and other activities which integrate curriculum skills.

Continuous Progress schools use a specially-designed report card, a "Progress Report". Instead of grades, the child's progress in all academic and social skills is checked in detail and includes comments by the teacher.

Clement School

Clement School is located in a southside, white neighborhood. In 1980-1981, the Magnet attracted 322 pupils of whom about 34 percent were minority.

Clement's rise in math scores on the Metropolitan Achievement Tests is attributed to adaptation of the Ginn Individualized Mathematics System. The chisambop (finger-counting) method has been successful in teaching math to primary pupils. The Hoffmann Reading Program provides positive experiences in language arts. The spelling program will be replaced by "Spelling: Words and Skills" by Scott-Foresman Company. Clement pupils presented a "Multi-Cultural Night" program for their parents. It featured games, music, art, and food.

Sixty-Seventh Street School

Sixty-Seventh Street School, located in a southside, white neighborhood, has about 46 percent minority children from the inner city in its enrollment of 314. Pupils have lunch in adjoining Bell Middle/Junior High School. The large minority turnover and low parent participation are problem areas for the school.

Townsend School

Townsend is located in the inner city so that its 44 percent white population is bussed in. 1980-1981 enrollment was 488. Its program has active, enthusiastic parent support. An extensive noon-hour activity program includes art and music clubs, athletics, a game room, and a Tot Lot of outside activities. Line soccer was an added noon-hour activity this year. A Playground Pals Program (older children helping younger) started in 1980-1981. A Safety Pride Observer Corps and a school newspaper build school spirit. Special activities in gym or music (e.g., folk dancing, climbing) are featured on Fridays.

ESAA Title VI provided $121,292 for the three Continuous Progress schools. This amount covered nine paraprofessional aides, consultants, curriculum writing, inservice, and supplies. Field trips were not included.

Inservice activities were reported only at Clement School, where plans to individualize inservice are underway.

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: CLEMENT

PROGRAM: CONTINUOUS PROGRESS (CP)

DATE	STUDENT ACTIVITY	SITE	REMARKS
9/19/81	"Getting to Know You Day"	Classroom/Playground	Kdgn/Primary and Intermediate students exchanged activitiies during morning session. Games, art, music and dance centers were provided on the playground during the afternoon session. Activities were rotated every 15 minutes.
2/12/81	Performing Artists Omortolokun Omokunde	Classrooms	A demonstration of drumming, dancing and song to African-American life styles
2/27/81	Leon McKinney	Class/room/Auditorium	A historical presentation of Black American songs
3/02/81	Field Trip - Museum - "Pioneer Wisconsin"	Social Studies Enrichment	
3/06/81- 3/31/83	Respect Month Activities "Dress-Up Day" "Green and White Day" "School Spirit Program" Staff/Pupil Volleyball Game	Classrooms/Auditorium	During the month of March, student activities were held each week to bring about a greater understanding of individual differences and the similarities of people; to encourage respect of self, staff, others, and school and communities.
3/13/81	"Rescue on Planet Taurus"- Playlet	Auditorium	
3/16/81	Robin Hood performance	Lincoln Center	CP 2, 3 and 4 pupils
4/02/81	Little Red Riding Hood	Lincoln Center	CP 1, 2 and 3 pupils
5/07/81	Multi-cultural Night	Classrooms/Auditorium	
5/18/81	"Treasure Island"	Pabst Theatre	CP 3 - CP 6 pupils
5/19/81	Flying Japanese Fish Kites	Tippecanoe Park	CP 2, 3 and 4 students constructed kites in the classroom.
6/02/81	All school "Track Meet"	Playground	Pupils in grades CP2-CP6 participated in this activity. Many parents came to observe their children.

	INSERVICE ACTIVITY	NUMBER OF PARTICIPANTS
3/21/81	The Continuous Progress Program: Where We Are - Where Are We Going?	9

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: TOWNSEND

PROGRAM: CONTINUOUS PROGRESS (CP)

DATE	STUDENT ACTIVITY	SITE	REMARKS
11/03/80	Playground Pals Program		Will begin to help primary children learn low organized games during lunch period.
12/04/80	Friends of Townsend Gift Shop - Multiethnic displays - Open House		Is in the planning stages. Some student involvement.
12/80	Student Newspaper		Some student involvement
12/80-2/81	Inter-school Athletic Demonstrations--Basketball		Is functioning
1/31/81	Participation in Parent Convention		Students not directly involved
2/81	School creative writing publication		Students involved
4/81	Indian Cultural Program (Victor Kaneubbee)		Speaker from Arizona shared Indian culture with students - brought many craft items with him
5/8-9/81	Participation in Parent Convention at Custer High School. Photographs of children in CP program on display		Parents and staff at booth
5/27/81	Open House--Art Show--Book Fair--Orchestra Presentation 7:30-9:00 p.m.		New parents were invited, those who will have their children attend 9/81
5/81	"Student of the Week" Display		Recognition of one student per week who shows leadership--positive behavior and real effort to learn and relates well with others.
6/09/81	All School Picnic (Games, entertainment, cook out, lunch) Noon-3:30 p.m.		Children, parents, staff get-together for ½ day social and skills demonstration
6/12/81	Awards Day Recognizing attendance, citizenship		

ELM

CREATIVE ARTS

CREATIVE ARTS - ELM

Elm City-Wide School for the Creative Arts opened in September 1977 for kindergarten through sixth-grade pupils whose parents desire arts education integrated with the basic curriculum and an opportunity for experience with all art forms. The building was renovated inside and out with rainbow colors and supergraphics to accommodate the special nature of the school. In 1980-1981, enrollment was 376 in kindergarten through grade six. Most of the pupils are attracted to the Creative Arts School from other attendance districts. The program is characterized by high parent interest and participation.

Creative expression in the visual arts, music, dance, drama, and creative writing is taught by teacher specialists in well-equipped classrooms and studios. An art gallery displays special exhibits and pupil work. All classroom teachers have an active interest in the arts, and most have a major or minor in one of the arts. The specialists present instruction within each art discipline, interrelate components common to all the arts (e.g., rhythm), and help teachers use the arts in the basic curricula.

The school staff and arts coordinator work with curriculum supervisors to provide multi-cultural arts experiences. Curricula are developed around all-school themes such as "dreams". Themes change every six weeks and are featured in the gallery. Pupils, parents, and staff create the exhibits and artwork for the school's gallery, which is a center for interdisciplinary learning.

During 1980-1981, professional consultants presented programs for the student body in photography, drum, and story telling.

All pupils can learn to play the violin, saxette, and/or piano. In 1980-1981, 166 pupils took advantage of the opportunity to learn string or wind instruments or piano. One full-time teacher worked with over 100 pupils on string instruments.

Both teachers and pupils are involved in clubs which meet weekly and include French, science, guitar, chorus, drama, gymnastics, newspaper, student council, and arts.

Elm's parents are an active group who plan social events, organize committees to support the school, and serve as volunteers during school hours.

The Group Inventory for Finding Creative Talent was administered to second-, third-, and fourth-grade pupils in November and May to determine whether there is an increase in creativity resulting from exposure to the specialty program. There was no effect at second grade, a statistically-significant increase in third grade, and no chance for increase at fourth grade because pupil scores were so high on the pretest. See the evaluation section of this report for details about the study.

Elm pupils may continue their creative arts education in middle high by attending Fritsche's Visual and Performing Arts Magnet, King's Gifted and Talented Magnet, or Audubon's Humanities Magnet.

Magnet funds of $101,867 provided three teachers, two paraprofessional aides, consultants, field trips, equipment, and supplies in 1980-1981.

ESAA TITLE VI MAGNET PROGRAM - STUDENT ACTIVITIES

SCHOOL: ____________________

PROJECT: ____________________

DATE	STUDENT ACTIVITY	SITE	REMARKS
12-18-80	Students Performing	City Hall	Adults enjoyed and have come to expect this (each year)
5-13-81	Students Performing	Lincoln Center	Performing Arts Festival

INSERVICE TRAINING

Date	Subject Covered	Number of Participants	Consultant(s)
2- -81	Creativity	25	Joyce Robinson

FIELD TRIPS

Date	Location	Purpose	Participants # by Grade Level
9-29-80	Camp Upham Woods	Interrelating Arts and Nature	5th - 30 children 6th - 30 " "
10-29-80	P. A. C.	View Symphony	1st - 6th grades 169 children
11-26-80	City Hall	Inner Workings of Government	5th-6th grades
12-10-80	Mader's	Ethnic Lunch	4,5,6th grades 97 children
12-12-80	Patio Restaurant	Breakfast With Santa	Kdgn.-1st grades 50 children
12-15-80	City Hall	Students to Sing	1st-3rd grades 50 children
12-17-80	Lincoln Center for the Arts	View Friends Mime	Entire School
1-8-81	Fritsche Jr. High	View Bay View Play	6th graders 50 children
1-20-81	King Jr. High	View a French Play	5th graders 25 children
2-11-81	Lincoln Center for the Arts	View Little Red Riding Hood	Kdgn.-3rd graes 180 children
2-25-81	P A C	Symphony	Kdgn.-6th grades 260 children
3-4-81	Elm	Bay View Orchestra to perform	K-6 350 children
3-5-81	Elm	Al Blinski - Photographer	K-6 350 children

ESAA TITLE VI FIELD TRIPS
1980 - 1981

MAGNET PROGRAM: CREATIVE ARTS

SCHOOL: ELM

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
3-19-81	Elm	New Song Players Play	K - 6 350 children			
-2-81	M.A.T.C.	Production of Robin Hood	5 - grades 75 students			
-9-81	Elm	Genevieve Malm, Story Teller	K - 6 350 children			
-10-81	Elm	Ronald McDonald, Safety Program	K - 6 250 children			
-15-81	Elm	King String Students	K - 6 200 students			
-3-81	P.A.C.	Symphony	K - 6 260 children			

FIFTY-FIFTH STREET

EARLY LANGUAGE IMMERSION IN SPANISH

FELIZ
MPLEAÑOS
4
5
6

EARLY LANGUAGE IMMERSION IN SPANISH - FIFTY-FIFTH STREET

Early Language Immersion in Spanish is Milwaukee's third foreign language immersion program. German immersion (K-6) and French immersion (K-UP) started in 1977 and 1978, respectively, and are located at the Eighty-Second Street School on the city's northwest side. The Spanish Immersion Program opened in Fall 1980 at the Fifty-Fifth Street School on the southwest side.

The Spanish Immersion Program operated at three grade levels in the K-6 school during the initial year: four-year kindergarten, five-year kindergarten, and lower primary. In those grades, Spanish is the only language used and the teachers are bilingual. Although the pupils are English-speaking, they acquire the new language quickly and soon become oral bilinguals. First graders learn reading skills in Spanish, their second language. It has been demonstrated in other immersion programs in Milwaukee and elsewhere that this does not interfere with the acquisition of English reading skills in second and third grade.

One grade level will be added each year, and the amount of English increased until Spanish and English usage are balanced by grade five. Meanwhile, grade levels not yet in the program learn Spanish from a language teacher in daily 25-minute lessons. This training helps to make the transition from a traditional to an immersion school.

A language resource teacher develops Spanish curriculum and methods for promoting multi-cultural understanding in a special resource center. Children learn the regular curriculum but emerge with a deep understanding of the Spanish language and culture.

Evening classes in Spanish are offered for parents so that they may communicate in the second language with their children.

Magnet funding of $83,690 provided the resource teacher, supplemental language teacher, paraprofessional aides, field trips, language equipment, and Spanish language supplies.

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: FIFTY-FIFTH STREET

PROGRAM: EARLY LANGUAGE IMMERSION IN SPANISH

DATE	STUDENT ACTIVITY	SITE	REMARKS
October 1980	Kindergarten children sang songs in Spanish for the non-immersion part of our school, that is Grades 2-6, during National Hispanic Week.	55th Street School	Well received
"	Kindergarten classroom was responsible for lovely and pertinent bulletin board during National Hispanic Week.	"	Many compliments from school personnel and visitors
"	Immersion and non-immersion students participated in a special participatory storytelling which enabled children to increase their cultural awareness through literature from other countries and fostered good relations between the two programs.	"	Children actively participated.
10/29/80	Many of the immersion students brought their parents to the Halloween parade and party.	"	Everyone seemed content as they walked around the block.
11/10	Kindergarten and first-grade children participated in a human relations bus conduct program.	"	
11/26	Immersion program children had opportunity to hear young, native speakers of language (fourth grade from Bilingual Program) perform a skit and songs.	"	Children liked it very well.
12/19	Immersion and non-immersion children enjoyed a special chorus singing Christmas songs (including some in Spanish).	"	Well received

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: FIFTY-FIFTH STREET PROGRAM: EARLY LANGUAGE IMMERSION IN SPANISH

DATE	STUDENT ACTIVITY	SITE	REMARKS
December 1980	Immersion and non-immersion students appreciated a new children's play mixing elements of outer space fantasy and classic fairy tale.	55th Street School	Captured their attention
January 1981	The first-grade children and many of their parents enjoyed an afternoon celebration of the important Latin holiday, "The Three Kings".	"	
"	Children whose parents are in the evening Spanish class for parents are assisting parents in learning some of the things that go on in their classroom, e.g., songs.	"	
February 1981	The five-year-old kindergarteners celebrated the Lunar New Year with a marvelous hands-on experience and explanation by the parents of one of the youngsters whose father is from Korea.	"	Children were enthralled.
"	Immersion and non-immersion children enjoyed a series of short stories presented through mime, song, dance, juggling, and clowning for the obvious benefit inherent in the activity itself and for the purpose of fostering good relations between the two programs.	"	Well received
3/17/81	Kindergarten children enjoyed a St. Patrick's Day explanation and celebration.	"	Another day for enhancing cultural awareness

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: FIFTY-FIFTH STREET

PROGRAM: EARLY LANGUAGE IMMERSION IN SPANISH

DATE	STUDENT ACTIVITY	SITE	REMARKS
4/16/81	Kindergarten and first-grade children enjoyed a visit from the Easter Bunny.	55th Street School	Definitely well received
4/30	Kindergarten children "performed" a Spanish finger-play during the tree planting ceremony on Arbor Day.	"	Seemed proud of their contribution
5/5	A group of 12 young dancers (Grades 1-3) from Vieau School danced many Mexican dances and several little girls sang individually. Mr. and Mrs. Francisco Casares also performed. Dressed in a charro suit, typical of that which mariachi musicians and fine horsemen wear, Mr. Casares played the guitar as he and his wife sang Mexican songs. They also invited the audience to participate in several numbers.	"	Immersion students and entire school were enthralled.
5/14 and 5/15	Children had the opportunity to buy Spanish books, records, and tapes at the Book Fair.	"	Purchased quite a few books
6/11	Immersion program children will present dances, songs, etc. in costumes.	"	We expect this "finale" to be well received.

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: FIFTY-FIFTH STREET **PROGRAM:** EARLY LANGUAGE IMMERSION IN SPANISH

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
10/15/80	Pumpkin Farm	To enhance the children's cultural awareness of the seasonal customs and the seasons; to give them a chance to interact informally in a natural outdoor setting	55			
11/26	Morgandale School	Allow immersion program children an opportunity to interact informally with children in another Spanish program	20			
12/11	"Fantasy Land" at Boston Store	Promote multi-culturalism by visiting this "small world" with 21 countries represented by their landmarks, architecture, and distinctive geography (made of Lego bricks)	55			
1/22/81	St. Luke's Hospital	Participate in a special children's introduction to a hospital, increase their awareness of their city and community, and lessen their fear of sickness and hospitals				
2/17	Lincoln Center for the Arts	Increase children's appreciation for the fine arts through the dramatization of the childhood classic "Little Red Ridinghood"				
2/24	Madison High School	Celebrate Foreign Language Week with the foreign language department, which presented a program, parts of which were in German, French, and Spanish; allow children to hear their target language and be exposed to the idea of multilinguism				
5/5	Forest Home Avenue School	To allow the first graders an opportunity to participate in the special "Cinco de mayo" celebration	25			

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: FIFTY-FIFTH STREET

PROGRAM: EARLY LANGUAGE IMMERSION IN SPANISH

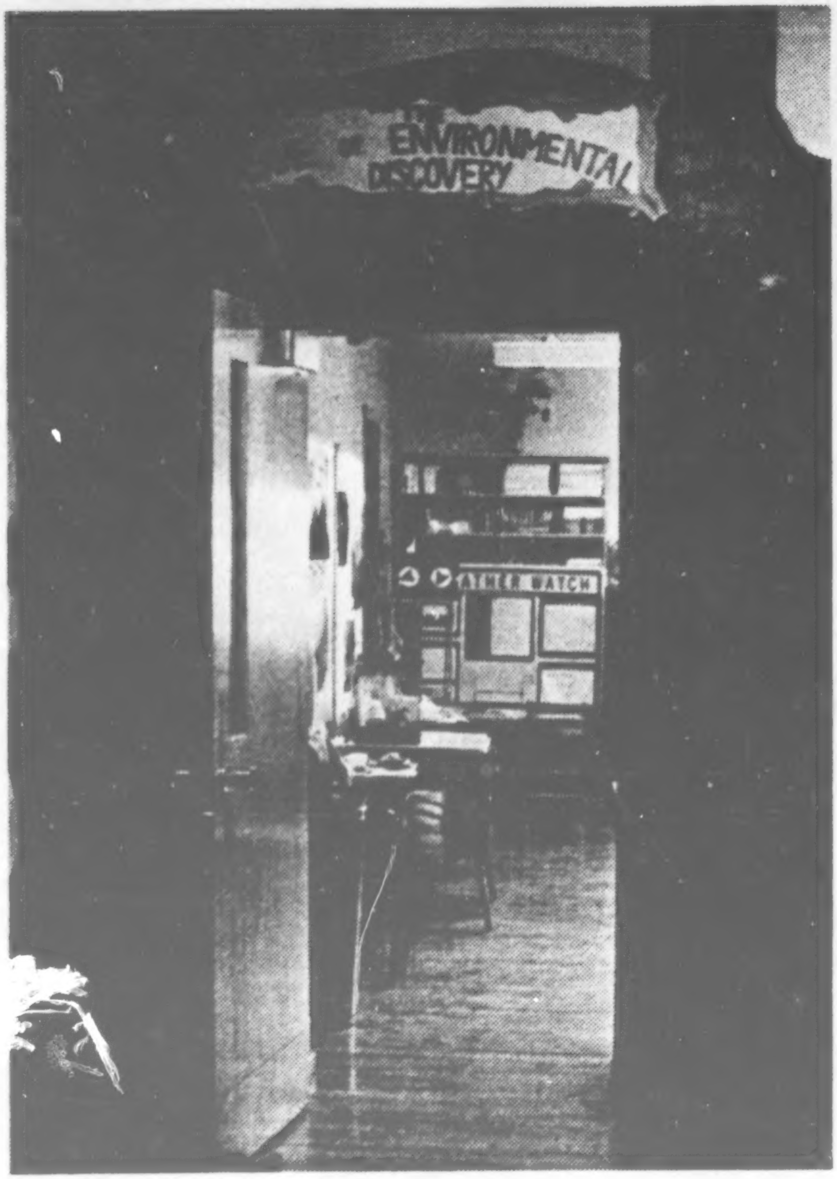
DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
5/15	Planetarium, Hamilton High School	To increase the children's science knowledge and their awareness of their city	29			
5/20	Museum	To broaden the children's cultural awareness by visiting the Guatemalan Market and North American Indian Exhibit	54			
5/22	Mitchell Field	To increase the children's awareness of their city and to build their knowledge in the area of social science	29			
5/29	Milwaukee County Zoo	To increase their science skills and to increase their awareness of their city and its opportunities	"			
6/3	"	Same as immediately above	20			
6/5	Mitchell Park Domes	To increase their science skills and to increase their awareness of their city and its opportunities	54			

ESAA TITLE VI MAGNET PROGRAM
INSERVICE TRAINING, 1980-1981

SCHOOL: FIFTY-FIFTH STREET

PROGRAM: EARLY LANGUAGE IMMERSION IN SPANISH

DATE	SUBJECT COVERED	NUMBER OF PARTICIPANTS	CONSULTANT(S)
August 1980	Philosophy and implementation of the MPS Language Immersion Program	2	Mrs. Helena Anderson, Curriculum Specialist
9/25/80	Curriculum development by classroom teacher	1	None
10/2	Use of the new Multi-Language School Report Card	4	Mrs. Lois Clementi, Zone Supervisor
11/5	Math curriculum in the Immersion Program	5	Mr. Dave Pearson, Zone Supervisor
12/10	Metropolitan Test in our school system	"	"
5/18/81	Immersion programs in Canada	20	Two teachers from 82nd Street School who recently visited Canada
5/20	Need for and use of parent manual in program	5	Mr. Anthony Gradisnik
6/16 - 6/19	Material production "wrap-up" and evaluation of year	20	55th Street School teachers, 82nd Street School teachers, coordinators, and Foreign Language Curriculum Supervisor


ENVIRONMENTAL
DISCOVERY
ATHER WATCH

HAWLEY

ENVIRONMENTAL STUDIES

ENVIRONMENTAL STUDIES - HAWLEY

Environmental education started in Milwaukee in 1970 with the development of field trip guides and general curriculum guides at the elementary and secondary levels. This timely course of studies was made the focus of an entire elementary school in Fall 1978. The Environmental Studies Magnet at Hawley Road School initiated a kindergarten through sixth grade inter-disciplinary program to "consider the environment in its totality -- natural, human-made, ecological, political, economic, technological, social, cultural, and aesthetic". Enrollment in 1980-1981 was 319.

Included in the ESAA Title VI $84,184 budget were a resource teacher, an art teacher, and a music teacher; funds for inservice training, curriculum writing, consultants, field trips, and equipment (e.g., weather station, kits, plant and animal supplies).

The interpretive specialist coordinates the program by helping teachers to infuse curricula with environmental concepts, ordering special materials, and planning field trips. The music and art teachers develop environmentally-oriented programs, display pupils' constructions and paintings, and produce special musical programs. Themes include plants, animals, and the quality of urban life.

The program uses environmentally-oriented textbook series in social studies ("Windows on Our World", Houghton-Mifflin Company) and science ("LEAF", Kindergarten-Upper Primary, and "Examining Your Environment", Grades 4-6, Holt, Rinehart, Winston of Canada). Curricula incorporating environmental concepts with academic basics were developed by teachers for each grade level.

In 1980-1981 a large room was transformed into an environmental resource center filled with plant and animal specimens, including a working bee hive. Classroom environments include plants, aquaria, and nature posters.

A section of Hawley's playground was transformed into a nature area financed by federal funds provided by the City of Milwaukee. It includes grass, trees, and a wooden wall and bridge.

No inservice training sessions were held during 1980-1981.

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: HAWLEY

PROGRAM: ENVIRONMENTAL STUDIES

DATE	STUDENT ACTIVITY	SITE	REMARKS
11/80 1.	Aluminum can collection for recycling	Hawley	Over 100 pounds turned in
2.	Children are helping in the organizing, managing and developing of the Environmental Center.	Hawley	
3.	Students are experimenting with hydroponic planting.	Hawley	
2/81 4.	Students are experimenting and learning through class observation about the development of frogs-from eggs-to tadpole-to frogs.	Hawley	The development is still in the tadpole stage.
5.	Students are learning about pets by providing care for them and by observing their habits.	Hawley	We now have a chinchilla, a salamander, a black gerbil and a California rabbit.
6.	Students put on a play with an environmental theme.	Hawley	
5/81 7.	The children presented their environmental play to the residents of Bluemound Manor.	Bluemound Manor	The residents were very appreciative of the children's performance.
8.	The children have continued their study of the frog development through direct observation of our live specimens.	Hawley	They are now beginning the frog stage.
9.	Through our observation of bee hive, the children are learning first hand all about bees.	Hawley	

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: HAWLEY PROGRAM: ENVIRONMENTAL STUDIES

DATE	STUDENT ACTIVITY	SITE	REMARKS
10.	Gardening has become a first hand learning experience because they have planted seeds, watched their development, participated in the thinning and transplanting process and then the outdoor planting of flowers and vegetables.	Hawley	
11.	Our new weather station has been set up above the building with instruments inside for easy reading of temperature, forecast, wind direction and wind speed.	Hawley	
12.	The children are involved in an environmental fair. Their projects will be displayed on June 5th.	Hawley	
13.	Children participated in poster contests: a. Air pollution b. Eyes on Energy c. Endangered species	Hawley	Three students were winners.
14.	The first graders acted out a play with an environmental topic.	Hawley	The play was written by our music teacher.
15.	Fifth and sixth grade students taking guitar lessons put on a program for the PTA.	Hawley	The program was environmentally oriented.

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: HAWLEY

PROGRAM: ENVIRONMENTAL STUDIES

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
9/16/80	Potter's Forest	To study animals and plants of the field and forest		60		
9/17/80	Hawthorn Glen	Study of nature	30			
9/23/80	Oakridge Farm	To study farm life and farm animals		55		
9/23/80	Wehr Nature Center	To compare forest, wetlands and prairie		55		
9/24/80	Wehr Nature Center	To note changes in seasons		60		
9/24/80	Wehr Nature Center	To study soil and plant life		55		
10/2/80	Pioneer Village	To study pioneer life		55		
10/2/80	Urban Field Trip	To study our city environment		30		
10/6/80	Jacobus Park	The study of insects	30			
10/13-10/15	Camp Upham Woods	To enrich the curriculum by offering special learning experiences which can be best taught in this kind of environment		24		
10/15/80	Batzler's Pumpkin Tour	To discover crops growing in their environment	22			
10/22/80	Jacobus Park	Study of nature	22			
10/23/80	Old World Wisconsin	To study pioneer life and environment		30		
10/23/80	Wehr Nature Center	Introduction to woodlands, prairies and wetlands	60			
10/27/80	Jacobus Park	To study insects	30			
10/28/80	Jacobus Park	The study of insects		30		
11/4/80	Jacobus Park	To study insects	30			
11/12/80	Milwaukee Public Museum	Study of the environment of plains and woodland Indians	30			
11/18/80	Milwaukee Public Museum	Study of Pioneer life and environment		42		
12/2/80	Hawthorne Glen	Nature hike and study of museum animals		28		
12/10/80	Jacobus Park	Animal Tracking		30		
12/17/80	Jacobus Park	Animal Tracking	30			
12/17/80	Jacobus Park	Animal Tracking	30			
1/6/81	Hawthorn Glen	Environmental (outdoor) activities and study of museum		29		

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

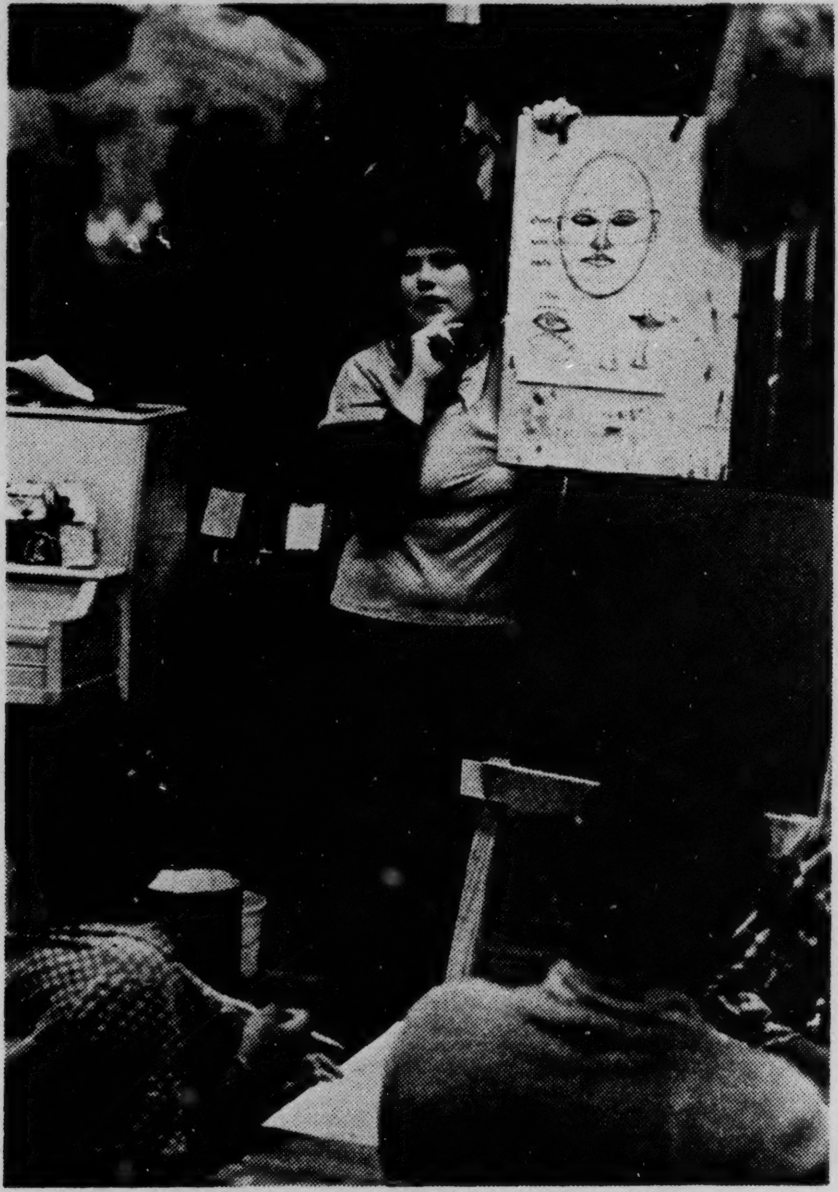
SCHOOL: HAWLEY

PROGRAM: ENVIRONMENTAL STUDIES

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
1/8/81	Audubon Center	Study of birds		60		
1/13/81	Humane Society	Study of birds		60		
1/22/81	Zoo	Study of Birds	27			
1/28/81	Museum	To study the life of Eskimos	28			
1/29/81	Jacobus Park	Animal tracking	30			
1/29/81	Museum	Study of Africa		12		
2/2/81	Jacobus Park	Study of birds of prey		25		
2/4/81	Hawthorn Glen	Study of reptiles and amphibians		27		
2/9/81	Museum	To learn about construction of buildings	25			
2/13/81	Hawthorn Glen	Outdoor environmental activities		29		
2/16/81	Museum	Study of forests of North America		30		
2/17/81	Hawthorn Glen	Outdoor environmental activities		29		
2/25/81	Zoo	Learning to distinguish between fact and fiction in the animal world		30		
3/3/81	Zoo	Study of animal adaptations		26		
3/4/81	Jacobus Park	Observing and participating in sugar maple making		30		
3/5/81	Zoo	Study of animal classification		28		
3/11/81	Jacobus Park	Observing and participating in sugar maple making		27		
3/18-3/20	Kettle Morraine Youth Camp	To enrich the curriculum by offering special learning experiences which can be best taught in this kind of environment		46		
3/25/81	Jacobus Park	Observing and participating in sugar maple making		28		
4/15/81	Hamilton High School	Study of astronomy	58			
4/15/81	Lincoln Center for the Arts	Appreciation for the arts and study of urban environment	57			
4/29/81	Mahn Farms	Learn about the purpose and value of a greenhouse to our environment	28			
5/5/81	Urban Tour	Study of our city		26		
5/21/81	Milwaukee Art Museum	Tour of Art Center and brief city tour	28			
6/3/81	Zoo	Study of animals		28		

MEIR

GIFTED and TALENTED



GIFTED AND TALENTED - GOLDA MEIR

Third-, fourth-, and fifth-grade pupils, considered by teachers and parents to have special capabilities in intellectual ability, academic aptitude, the arts, psychomotor ability, creativity, and/or leadership, are eligible for enrollment in Golda Meir School for the Gifted and Talented. The program is a powerful magnet for high quality, integrated education. Enrollment in 1980-1981 was 253.

The old downtown school was built in 1890 and renovated when the program started in 1976 to recapture a colorful turn-of-the-century atmosphere. Large windows, high ceilings, brass hardware, stained glass windows, and hardwood floors helped to create a sense of space designed to heighten educational experiences. Research by pupils resulted in the designation of the school, then known as Fourth Street School, as an urban landmark in Spring 1978. The name was changed in 1978 to honor the memory of a former student.

Challenging "indepth" curricula have been developed for these highly-motivated pupils in a stimulating self-contained classroom environment. A variety of individual and group learning options are offered in the academic area. The program is enriched by classics clubs; community field trips; a process approach to science; a school newspaper; letter-writing club; photography class; and mathematics, science, and fine arts paraprofessionals who help pupils interested in special projects. Music lessons on a variety of instruments, chorus, band, and dance are also available. Art activities are integrated into the curriculum and included in such special projects as ceramics, cartooning, architectural design, and an outdoor mural. One-third of the fifth graders elected to join a French immersion class for daily math and language arts lessons in French. The physical education program includes intra-mural sports and an Olympic Games Day. Home economics stresses consumer awareness. Projects are created in industrial arts using the school's original shop tools. Daily noon hour activities include typing, advanced science, photography club, flicks, disco, games, sports, clubs, arts and crafts, library activities, lunch with community representatives, and cooking classes. A full-time guidance counselor and reading resource teacher provide special services. Achievement of the goal of enrichment and challenge for pupils of various talents is implemented by expanding the curricula for self-motivated learners.

An unique computerized progress report includes grades for achievement, effort, and personal development plus space for teacher, parent, and student comments.

Parents share their special talents with students and also serve as volunteer tutors as part of an active parent-school organization. A newsletter is published for parents by the school. Parents were surveyed for ideas on how to increase parent participation. See the evaluation section for a report of the study.

Eighty percent of Meir School 1980 graduates continued in the Gifted and Talented Program at Rufus King Middle School in 1981.

ESAA Title VI funds of $116,737 supported four specialty teachers, four paraprofessional aides, equipment, supplies, field trips, consultants, and inservice training.

ESAA TITLE VI MAGNET PROGRAM - STUDENT ACTIVITIES AND FIELD TRIPS

SCHOOL: GOLDA MEIR

PROJECT: GIFTED AND TALENTED

DATE	STUDENT ACTIVITY	SITE
9/30	Open House	Golda Meir
10/6	Fun Frolic	Golda Meir
10/15	Symphony	Performing Arts Center
10/20	Dancircus	Golda Meir
11/25	Book Barter	Golda Meir
12/18	Holiday Music Program	Golda Meir
1/12	Henry Strozrei Presentation	Golda Meir
1/19	Kenneth Schermerhorn Visits	Golda Meir
1/23	Talent Show	Golda Meir
1/23	Spelling Bee	Golda Meir
2/2	Dental Hygiene Program	Golda Meir
2/3	Symphony	Performing Arts Center
2/25	Brotherhood Program	Golda Meir
2/24	Police/Safety Program	Golda Meir
3/6	Basil George Trio	Golda Meir
2/16	Fiddler on the Roof	Times Theatre
2/24	Police Program	Golda Meir
2/26	Spelling Bee	Golda Meir
2/26	Court House Visitation	Court House
2/27	African Presentation- Dr. Demoze	Golda Meir
3/3	Science Exploration	Palmayra
3/4	Careers Exploration	Girl Scout of America Offices
3/10	Careers Exploration	City Hall
3/11	Imagination Celebration Atwater Schools Visited	Golda Meir
3/12	Golda Grenadiers Performed	Hyatt Hotel
3/13	Careers	Wisconsin College of Medicine Krause Milling Company UW-M Archaelogy Lab
3/13	Dance Presentation	Lincoln Center for the Arts
3/16	Book Presentation	Downtown Library
3/18	Parent Program "Problem Ownership"	
3/19	Careers Exploration	Coast Guard Cutter
3/20	Ghana Presentation- Mary Gore	Golda Meir
3/23	Explore the Newspaper	Milwaukee Journal
3/24	Electric Company Exploration	Electric Company
3/26	Career Education	Oak Creek Power Plant
3/26	Math Meet	Golda Meir
3/27	Conference Day Art Exhibit	Golda Meir
3/27	Organizational Meeting of Parent Interaction Group	Golda Meir
3/30-4/3	Science Week	Golda Meir

ESAA TITLE VI MAGNET PROGRAM - STUDENT ACTIVITIES AND FIELD TRIPS

SCHOOL: GOLDA MEIR

PROJECT: GIFTED AND TALENTED

DATE	STUDENT ACTIVITY	SITE
3/31	Newspaper Exploration	Sholes Middle School
3/31	Community Exploration	University of Wisconsin-Milwaukee City Hall Milwaukee Journal
3/31	Choir to Neighborhood School	Clemens School
4/1	"Games" Presentation by Elm Drama Students	Golda Meir
4/2	Newspaper Study	Odyssey Magazine
4/2	Community Study	Grants Restaurant Laabs Pharmaceutical Supply Ambrosia Chocolate Co.
4/2	Art Exploration	Art Museum-Milwaukee
4/3	King Middle and High School Choir Program	Golda Meir
4/6	Parent Interaction Meeting (Communications)	Golda Meir
4/7	Landmark Tour	Milwaukee East Side
4/9	Nature Study	Audubon Society
4/10	Wizard of Oz	Mount Mary College
4/13	Parent Interaction Meeting (Communications)	Golda Meir
4/14	Careers Unit	Milwaukee Art Center
4/15	Three Tables Presented by Students	Golda Meir
4/6	Bus Safety Program	Golda Meir
4/27	Nature Study Presentation-Janet Nostrom	Golda Meir
4/29	Fourth Grade to Hartland School	Hartland, Wisconsin
4/30	Inservice-Lab Process Writing	Golda Meir
5/1	Treasure Island	Pabst Theatre
5/4	Parent Interaction Meeting (Unchanging Stress)	Golda Meir
5/5	Student Opinion Poll	Downtown Milwaukee Shopping Centers South Side Area
5/7	Art Exploration	Milwaukee Art Museum
5/7	Writing Presentation (Inservice)	Golda Meir
5/8	Writing Presentation-Rick Janka	Golda Meir
5/8	Great American Theatre Presentation	Golda Meir
5/11	Parent Interaction Meeting (Attitudes)	Golda Meir

ESAA TITLE VI MAGNET PROGRAM - STUDENT ACTIVITIES AND FIELD TRIPS

SCHOOL: GOLDA MEIR

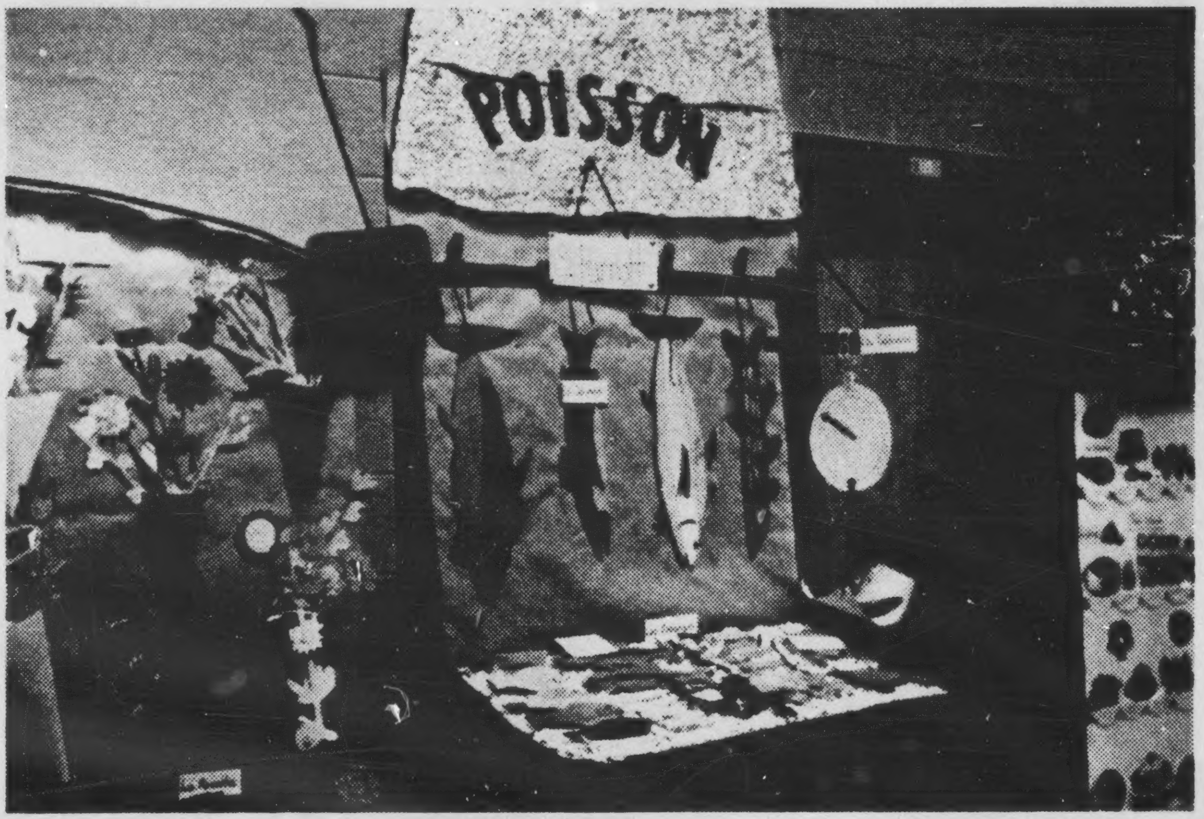
PROJECT: GIFTED AND TALENTED

DATE	STUDENT ACTIVITY	SITE
5/11	Poem Presentation-Alyne Edwards	Golda Meir
5/14	Art Exploration	Milwaukee Art Museum
5/14	Science Fair	MECCA
5/15	Native American Presentation Gloria Visentine	Golda Meir
5/18	Parent Interaction Meeting (Relationships)	Golda Meir
5/19	Middle School Visitation	Rufus King
5/20	Open House-New Parents	Golda Meir
5/21	Japan Presentation-T. Dinges	Golda Meir
5/21	Art Exploration	Milwaukee Art Museum
5/21	Exchange Visitation Hartland	Golda Meir
5/22	Musical Presentation	Golda Meir
5/22	Pot Luck Dinner with Hartland	Golda Meir
5/22	Newspaper Exploration	Milwaukee Journal
5/26	Camping Experience	Camp J. C. C.
5/27	Community Visitation	Summit House
5/28	Chicago Visitation	Chicago Art Institute Chicago Shedd Aquarium Chicago Field Museum
5/28	Dance Visitation	Lincoln Art Center
5/29	Dance Performance/Presentation	Elm School
5/29	Music/Art Presentation	Dover School
5/29	Music Presentation	Central Office
5/29	Newspaper Visitation	Odyssey Magazine
6/1	Symphony Presentation	Golda Meir
6/2	Symphony	Performing Arts Center
6/3	Electronics and Japan Presentations	Golda Meir
6/4	Nutrition Presentation	Golda Meir
6/4	Spring Concert	Golda Meir
6/5	Vegeterian Lunch Presentation	Golda Meir
6/5	Publication Exploration	Central Office
6/8	Chicago Experience	Art Institute Shedd Aquarium Field Museum
6/10	Awards Program	Golda Meir
6/11	Completion Day Program	Golda Meir

ESAA TITLE VI MAGNET PROGRAM
INSERVICE TRAINING, 1980-1981

SCHOOL: GOLDA MEIR PROGRAM: GIFTED AND TALENTED

DATE	SUBJECT COVERED	NUMBER OF PARTICIPANTS	CONSULTANT(S)
5/2/81	Multiple demonstration of accelerated learning in French	Faculty	Prof. Dolores Schaefer College of St. Catherine
5/22	Instrument Clinic: Trumpet	Faculty and Students	David Miles, UW-M
5/27	Instrument Clinic: Oboe	Faculty and Students	Rhondda May, UW-M
5/29	Instrument Clinic: Flute	Faculty and Students	Marie Sander, Flute Instructor



GOODRICH

INTERNATIONAL EDUCATION

INTERNATIONAL EDUCATION - GOODRICH

The new International Education Program at Goodrich School offers elementary pupils an awareness of the world's cultures. Led by a principal who has taught school in Germany and Africa, the staff quickly created a multi-cultural atmosphere and curricula. The international themes which overlay all K-8 studies are developed in the school's cultural center by a resource teacher and paraprofessional aide. All Goodrich pupils learn French from a language teacher who visits each classroom for 15 minutes three times a week.

Because they are learning the language, France was selected for concentrated study during the program's first year. Paper, paint, and creativity transformed one long corridor into "La Rue Goodrich", a street of various shops whose signs and contents all bear French labels. In the spring, a typical French banquet was produced by the staff for the entire school. Cafeteria walls are decorated with posters of famous French sites. A large map in the main lobby pinpoints countries where French is spoken.

Many other countries were studied in the classroom and their cultures sampled at ethnic potluck luncheons and through music and art. The plan is to emphasize three different countries every year.

Magnet funds of $92,872 supported the resource and language teachers, paraprofessional aide, inservice training, field trips, a color videotape recorder, other photographic equipment, and books and supplies.

By the end of eighth grade, Goodrich pupils should have a solid foundation in the world's cultures. They may then elect to enroll in the International Studies Career Specialty at Vincent High School.

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: GOODRICH

PROGRAM: INTERNATIONAL EDUCATION

DATE	STUDENT ACTIVITY	SITE	REMARKS
12/80	Making ornaments from around the world	Individual classrooms and Resource Center	Displayed on Xmas trees
1/22/81	Maracas	Classrooms, finishing in Resource Center	Mexican tie-in
3/16	Sixth graders worked on a large mural depicting the city of Paris and its historical attractions.	International Education Resource Room	Is now a bulletin board in their room
3/24 and 4/13 3/31	Fifth graders made crepes MP-UP made French bread and French onion soup.	"	These activities were in correlation with our French emphasis March 2 - April 16.
March and April	French Street	Hallway	A dream envisioned by a speech teacher, an aide, and our French teacher; the speech and language classes filled up the shops
4/3	French banquet	International Education Resource Room	A French menu for lunch (450 students, staff, and guests)
4/6 - 4/10	Kgn and LP made French toast and chef's hats.	"	
4/12	Clay, learning disabilities	Classroom	African and Spanish techniques
4/28	Embroidery	"	
4/29	Silhouettes	Resource Room	
Week of 5/11	Penpals, fifth grade	Classroom	Seventy-five fifth graders wrote letters to French penpals.

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: GOODRICH

PROGRAM: INTERNATIONAL EDUCATION

DATE	STUDENT ACTIVITY	SITE	REMARKS
5/14	Learning disabilities, bon bons (candy making)	Resource Room	French study
5/15	Sixth grade, Ukrainian egg decorating	Classrooms	
June	Videotaping French dialogues	"	A part of French class

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: INTERNATIONAL EDUCATION **PROGRAM:** GOODRICH

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
3/3/81	Goodrich -- North Division came to us	To experience the African culture displayed by the Nefetari Dancers	111	268		
3/9	Alverno College	To help promote cultural understanding through the arts, Flamenco guitar and dancer		55		
3/25	Goodrich -- Custer High School came to us	To experience German culture through their dancing	85	268		
3/30	Goodrich -- King Middle School came to us	To experience a play in French, the language taught at our school	111	268		
4/2	MATC	To experience a drama about one of England's legendary heroes and, thereby, learn about England's common people in the late middle ages		32		
4/30	Goodrich -- Vieau School came to us	To have a cultural exchange between us and a bilingual school to experience Mexican dancing	25	121		
5/5	Lincoln Center	To see the art of mime demonstrated	59	159		
5/15	Enterprise Art Glass Works	To see stain glass art which was developed by the French		21		
5/29	Little Norway, New Glarus	To become culturally aware of the people from Norway and Switzerland by their contributions in Wisconsin		55		
6/5	Old World Wisconsin	To experience the European influence upon Wisconsin		73		

ESAA TITLE VI MAGNET PROGRAM
INSERVICE TRAINING, 1980-1981

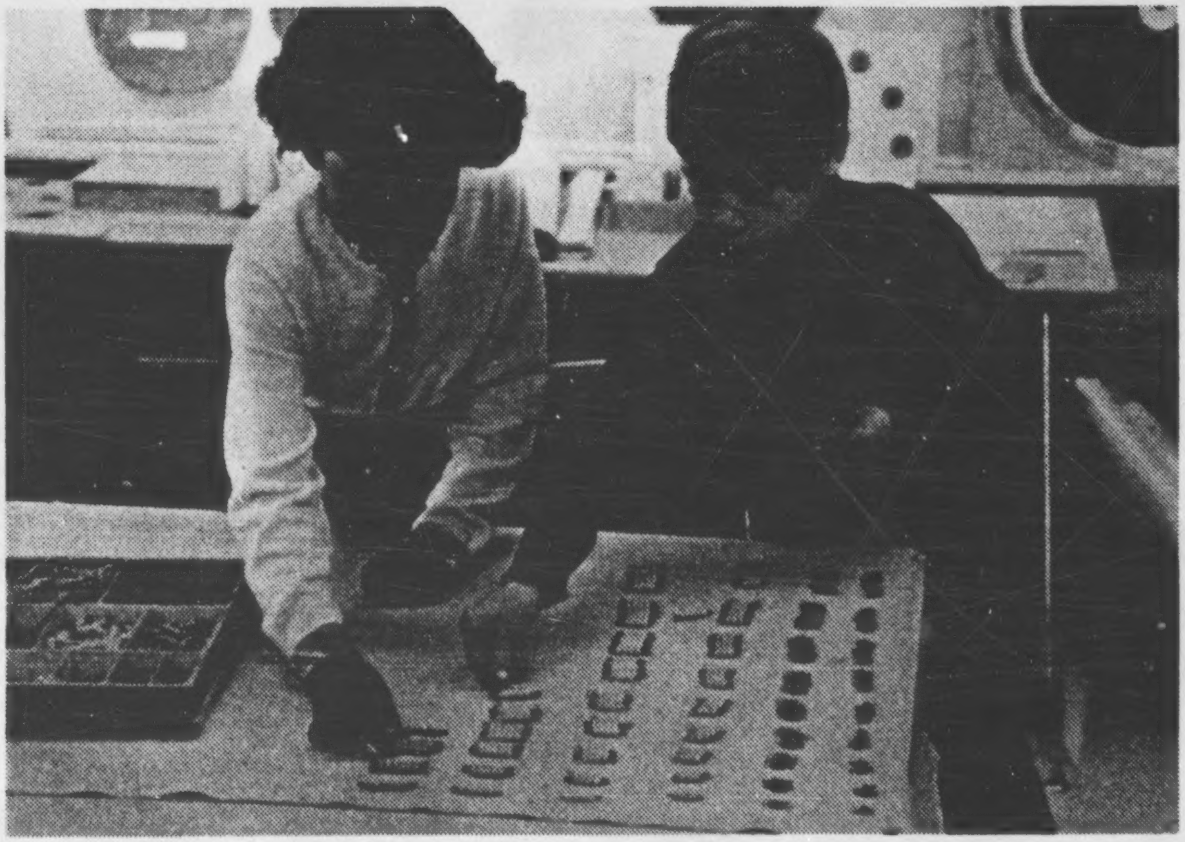
SCHOOL: GOODRICH

PROGRAM: INTERNATIONAL EDUCATION

DATE	SUBJECT COVERED	NUMBER OF PARTICIPANTS	CONSULTANT(S)
12/2/80	Introduction to global education	24	Dr. Rumpf, Helena Anderson, and Karleen Haberichter
2/10/81, 2/17, 2/18, 2/19, 2/24	Release days for French emphasis, planning	15	Our elementary supervisor, Karleen Haberichter
4/12	France and its culture	14	Antoine Lintereur
5/7	Africa and its culture	15	Joseph Adjaye and Kweku Andrews
5/9	Milwaukee Art Museum, tour and resources available	14	Diane Buck
5/12	"Indiana and the World", global education	14	Linda Wojton

MAC DOWELL

MONTESSORI



MONTESSORI - MACDOWELL

Dr. Maria Montessori, developer of the "learn through experience" method, was an Italian educator who believed that normal children learn best in an enriched environment where they are free to make discoveries and correct their own errors. The Montessori method of guided self-education by means of a prepared environment was first used at a Milwaukee kindergarten in 1973. In 1976, MacDowell School became a city-wide Montessori specialty school for voluntary integration. The original Montessori kindergartens, which had expanded to four sites, were moved to MacDowell, and the program was expanded to include the primary years.

In 1980-1981, the Head Start through fifth-grade program served 526 pupils. In Montessori terminology, Head Start enrolls three- and four-year-olds, primary level has four- and five-year-olds, and junior level includes six- through ten-year-olds. Compared with traditional education, Montessori has greater emphasis on cognitive development, fewer pupils per teacher, pupil selection of his/her work and own pace, the teacher's role as a facilitator for individual pupil work, and concept development arranged from concrete to abstract. There is mixed age grouping and individual instruction. In 1981, pupils were offered the opportunity to learn Suzuki violin, piano, and saxette.

An Ethnic Studies Center is staffed with a Magnet-funded teacher who integrates ethnic studies into the curricula from map work in kindergarten through the study of continents in elementary grades. Inter-racial and inter-cultural arts activities and field trips include families and staff. The Ethnic Studies teacher coordinates a monthly theme centered around human needs such as housing, communication, and the arts. Consultant speakers use artifacts in the Ethnic Studies Center to illustrate their comments on the monthly themes. Budget cuts limited sufficient acquisition of materials for the center.

A Research Room serves as an additional library of non-fiction books. Independent research is a strong component of the Montessori method. As pupils pursue topics of interest to them in the Research Room, they learn library, reference, and word-study skills.

MacDowell School parents are active Montessori supporters. They enroll in Montessori parent education and study groups and attend parent meetings and school functions. Parent volunteers assist with lunch, make educational materials, tutor individual pupils, and serve as resource people.

Parents, staff, and pupils shared an ethnic potluck supper in December, a Fun Fair in April, and a picnic in June.

In 1981-1982, the program will expand to include three-year-olds.

ESAA Title VI support of $104,788 furnished three Montessori teachers, three paraprofessional aides, inservice, consultants, supplies, and field trips.

ESAA TITLE VI MAGNET PROGRAM - STUDENT ACTIVITIES

SCHOOL: MACDOWELL

PROJECT: MONTESSORI

All activities took place in our Ethnic Studies Room in MacDowell School

DATE	STUDENT ACTIVITY	SITE	REMARKS
9-8-80 thru 9-30-80	Ethnic Cooking (food - a fundamental need) The students and our ethnic studies teacher prepared the following: FuFu - mashed vegetables from Ghana Ground nut soup from Nigeria Meat Balls from Sweden Berry Shake from Finland Cashew Snack from India Cucumber Relish from Indonesia Spicey beef from Vietnam German red cabbage from Germany Popcorn - native American Wild rice - native American	Ancient Day Salad from Egypt Guacamole from Mexico Fried rice from China Tempura from Japan Fried vegetables from Japan Yogurt from Iran Curried rice from India Fried corn - native American Polish sausage and cabbage with sauerkraut	Food substances were examined; customs, utensils, and taboos; and the selection, preparation and eating of food. We explored how man obtains food, from hunting and gathering to advanced industrialized agriculture; processing, distribution, and cooking; and food shortages in underdeveloped countries.
10-1-80 thru 10-31-80	Research on the different types of clothing (clothing - a fundamental need) Sewing simple patterns: Dashikes, hats, beads, Lapa (a Yoruba woman's skirt), sombrero, kerchief, Discussion questions: 1) Apart from the basic need of warmth, what other needs are satisfied by clothes? 2) What items of clothing that we wear today have meanings in terms of our heritage?		We described some of the factors that affect clothing: Climate, age, status, sex, job, fashion, some clothing material. (from animals, vegetables, minerals). Included were some of the complex processes that man has used to make and take care of his clothing.
11-3-80 thru 11-26-80	A Fundamental need: Housing: Explore the major types of Native American dwellings Cree bark tepee, Cree bark lodge, Kickapoo wigwam, Iroquois long house, Omaha Earth lodge, Sioux buffalo hide tepee, Haida plank house, Interior Salish earth house, Pueblo adobe village, Maya thatch hut, Arawak thatch hut, Panoan house, Yamamadi communal house, Yahgan hide and driftwood shelter, Ojibwa domed bark lodge, Seminole house, Creek House, Wichita grass house, Kwakiutl plank house, Diegueno summer hut, Navaho hogan, Apache brush lodge, Guaymi hip-roofed house, Inca Masonry and thatch house, Ashluslay hut, Tehuelche hut.		
12-8-80	Consultant Craig Hansen presented Nigerian Arts & Crafts in the ethnic studies room a.m. and p.m. to individual classes for the entire school.		
6-4-81	Joseph Hahn, consultant on German influence, gave a tour and lecture to 52 students at the Bavarian Inn.		

ESAA TITLE VI MAGNET PROGRAM - STUDENT ACTIVITIES

SCHOOL: MACDOWELL
PROJECT: MONTESSORI

DATE	STUDENT ACTIVITY	SITE	REMARKS
12-1-80 thru 12-12-80	Research on transportation		
12-15-80 thru 12-19-80	Ms. Carter, ethnic studies teacher, did a presentation on the fallacies which underlie prejudice. The presentation was aimed at correcting common errors of fact. It was presented in such a way that the student emerged with a deeper understanding of man in general - his origins, his evolution, his basic characteristics. What are some of these myths: Blacks are less intelligent than whites? You always tell a Jew by his nose. Facts about body odors Melanin Some different meanings of the word "culture" Need to develop knowledge of human relations		
1-7-81 thru 1-30-81	Ms. Carter, along with several students, did a presentation on government and cultural life in the Soviet Union; their holidays; their celebrations; of the many holidays celebrated in the Soviet Union, the most important ones are political, such as Revolution Day and May Day. On going research on government in many lands, such as China, Africa, Poland, etc.		
February 1981	Presentations on: Mexico, Germany, Navaho Indians, Japan, An Outstanding Woman, Animals around the World, Yugoslavia, Spain, North America, Dr. Martin Luther King, Jr., Poland. All done by various groups of students from MacDowell Montessori classrooms.		
2-2-81 thru 2-28-81	Ms. Carter coordinated a UNITY program in the school gym for and by students and staff of the school. Students got a change to sing ethnic songs from around the world, and performed dances from around the world. The Kosciuszko Middle School students performed ethnic dances such as: Polish Polka, Spanish Rhumba, African dances and Native American rain dances. Consultant Terry Penny was the choreographer for the Kosc. dancers.		
May, 1981	Presentation on Mexico, on dolls from around the world, on Pueblo Native Americans by students from various classes. Fundamental Needs: Religion and Philosophy Ms. Carter did a presentation to Jr. level students on religions from around the world. Buddhism, Christianity, Confucianism, Hinduism, Jainism, Judaism, Islam, Shinto, Sikhism, Taoism		

ESAA TITLE VI MAGNET PROGRAM - STUDENT ACTIVITIES

SCHOOL: MACDOWELL

PROJECT: MONTESSORI

DATE	STUDENT ACTIVITY	SITE	REMARKS
3-4-81 to 4-16-81	Presentation on Japan and on Dogs from Around the World - by students from two Montessori classrooms		
	Ms. Carter featured poetry and folk music especially designed for K-3 students with Gerald Wallace of People Theatre and accompanist		
	Ms. Carter featured program for students on respect, responsibility and rules		
	Presentation by students on Antarctica, Mexico and Native Americans (Suguamish)		
	Presentation by Ms. Carter on Native American Day. She read poetry to the students. Students sang songs and listened to music. An account was given on the Trail of Tears.		
	Student presentations were given on: Hawaii, China, Wisconsin, African wood carving, Vietnam, World War II, China, Faces around the World		

ESAA TITLE VI MAGNET PROGRAM
INSERVICE TRAINING, 1980-1981

SCHOOL: MACDOWELL

PROGRAM: MONTESSORI

DATE	SUBJECT COVERED	NUMBER OF PARTICIPANTS	CONSULTANT(S)
2/19-20/81	Great Books - Integration of Literature	2	
2/21 & 28/81	Botany Workshop - integrating science in multi-cultural classroom	7	Raj Cupta

ESAA TITLE VI FIELD TRIPS
1980 - 1981

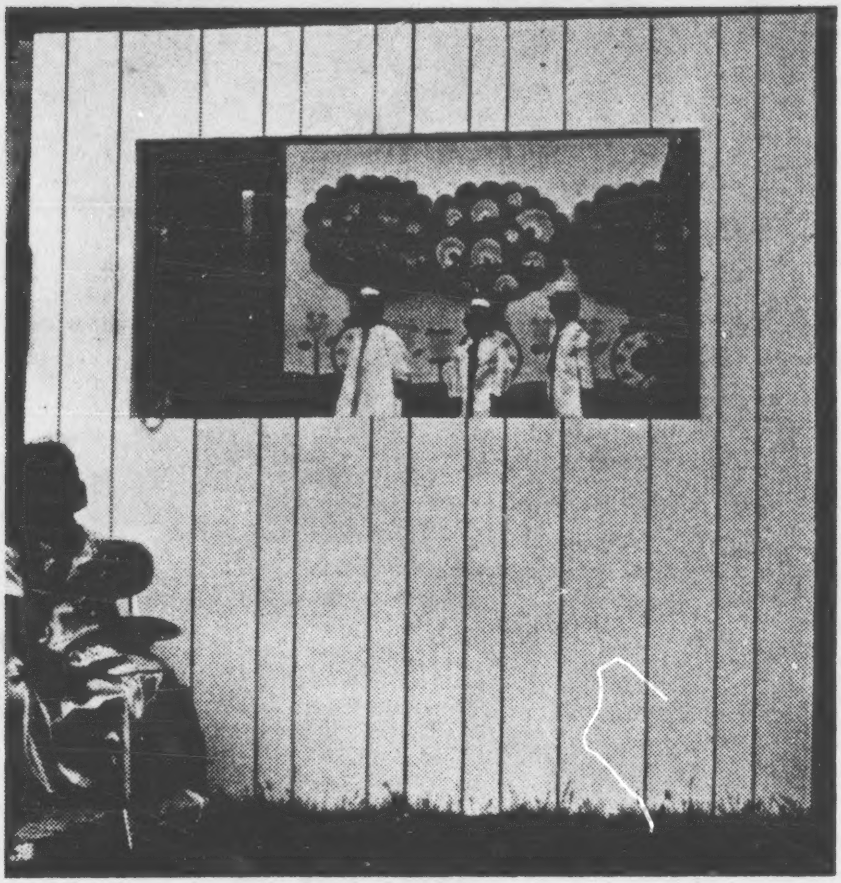
MAGNET PROGRAM: **MONTESSORI** SCHOOL: **MACDOWELL**

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS K-2	NUMBER OF PARTICIPANTS 3-6	NUMBER OF PARTICIPANTS 7-9	NUMBER OF PARTICIPANTS 10-12
5-19-81	Iroquois Harbor Trip	Study the importance of the river & lake to industry		27		
3-18	Mayfair Mall	" " maintenance work that goes into the ice chalet & the loading docks at the mall		3		
3-25	Golda Meier School	Compare systems of education		27		
3-3	Milw Zoo	Examine the development of the hand: From fins to hands		27		
2-24	U.S. Air Force Recruiting Center	To learn more about the armed services		3		
1-3	Public Library	Procure books for research projects		26		
10-18	Vulcan Materials Company	Study of rocks and fossils		4		
11-4	Hamilton Planetarium	Study the Cosmos		26		
11-11	Greene's Geological Museum	Study of rocks & fossils		26		
11-12	Vulcan Materials Co.	Look for fossils		26		
11-18	Scuppernong	Study glacial remains		26		
9-10	Milw Public Library	" of history of writing		7		
10-28	" " Museum	Study of rocks & minerals		18		
11-10	Scuppernong Ranger Station	" " earth's surface (kettles, moraines, eskers)	27			
11-13	Hamilton H. S., Milw	Planetarium presentation: Cosmos - a voyage to the stars	27			
1-9	Greene Geological Museum	Study of rocks & minerals	13			
3-2	Galaxy Tropicals	To learn care & feeding of freshwater fish	4			
3-10	" "	To purchase fish for the classroom	3			
3-81	Milw Public Library	On various dates in March, small groups of 5 or 6 students went to gain familiarity with the library.	27			
5-6	Iroquois Boat Trip	Introduction to Lake Michigan as a resource for recreation, transportation and industry	27			
6-4	Milw county Zoo	Study of vertebrates	9			
2-27	Milw County Historical Soc.	Cultural enrichment	6			
5-27	Iroquois Harbor Trip	To study Milwaukee's waterways	26			
1-31	Greene Museum	" " rocks & minerals	5			
12-4	Brooks Museum	" " automobiles	4			
11-4	Hamilton Planetarium	" " astronomy	26			
11-17	Playhouse	Daniel Boone play - Introduction to the theatre	26			
9-26	Mitchell Park Domes	Plant Study	7			
9_26	Milw Art Center	To further an appreciation of art	24			
10-80	Hamilton Planetarium	Study of planets	26			
12-80	Boston Store	Holiday experiences	26			
2-20-80	Milw Museum	Study of Indian tribes	26			
4-16-81	Lincoln Center	Appreciation of opera	24			

ESAA TITLE VI FIELD TRIPS
1980 - 1981

MAGNET PROGRAM: **MONTESSORI** SCHOOL: **MACDOWELL**

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
1-23-81	MacDowell School	North Division Nefertari Dancers brought here to demonstrate African native dances and drums				15
5-5-81	Hawthorn Glen	Study of Native flora & fauna	55			
5-6-81	" "	" " " "	56			
4-8-81	Zoo	Study of animals of countries being studied	48			
4-9-81	"	" " "	47			
5-21-81	Old Wade House	Early settlers study		50		
4-27-81	Potter's Forest	Study of Native flora & fauna	25			
4-30-81	" "	" " " "		28		
5-7-81	City Bus Tour	Impact of various cultures on the city		53		
6-1-81	Lizard Mounds State Park	Indian culture	52			
5-28-81	" " " "	" "		55		
5-29-81	Scuppernong Ranger Station	Flora & fauna & their impact on early cultures		54		
4-30-81	Zoo	Study of countries & their animals		24		
5-27-81	Lizard Mounds State Park	Indian culture	54			
5-20-81	Lizard " " "	" "		52		
6-1-81	Zoo	Study of animals & the countries they inhabit	26			
5-28-81	Old World Wisconsin	Early pioneers of Wis.	55			
6-8-81	Kalvelage Schloss House	Early Wis. cultures		24		
6-4-81	Bavarian Inn	German influence in Wis.		52		
6-4-81	Alpine Village	Old World European influences in Wis.		50		



SHERMAN

MULTICULTURAL ARTS

MULTI-CULTURAL ARTS - SHERMAN

In 1980-1981, the Multi-Cultural Arts Program was initiated at William T. Sherman School in response to a growing interest in the variety of cultures in Milwaukee.

The integration of ethnic music, dance, drama, and art into the basic curriculum provides the K4-6 student body with increased ethnic awareness and self-awareness.

A multi-cultural music center is used to adapt curriculum, store supplies, and as a workshop for small group instruction in the ethnic arts. Pupils learn to play the guitar, the recorder, and play in a Gamelon (Indonesian orchestra). Orff and Kodaly methods are used in teaching music. An ethnomusicologist directs the activities in the center. A half-time dance teacher and a half-time art teacher work with teachers and pupils in the self-contained classrooms. Community cultural groups gave performances and exhibitions.

At year's end, the first annual all-day multi-cultural festival was held on the school grounds following a parade around the neighborhood. Exotic features included Javanese, Gamelon, and African music; ethnic kite flying; Native American games; Olympic games; and an East Indian puppet show.

Middle school programs related to multi-cultural arts studies include Visual and Performing Arts at Fritsche, Humanities at Audubon, and Multi-Cultural/Bilingual at Kosciuszko. Related high school programs are Visual and Performing Arts at Bay View and International Studies at Vincent.

Magnet funds of $82,310 support the staff specialists, paraprofessional aides, curriculum writing, consultants, and musical instruments.

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: SHERMAN

PROGRAM: MULTI-CULTURAL ARTS

DATE	STUDENT ACTIVITY	SITE	REMARKS
February 1981	Ethnic, multi-cultural bulletin boards throughout building	Sherman	
	Preparation of Brotherhood Program - ethnic dances, songs, games, and art work from Mexican, Italian, Spanish, Chinese, and American Indian cultures		
	Noon time guitar lessons for pupils		
	Initiation of Kodaly approach in music classes		
3/2	Brotherhood program presented.	"	
March	Organization and preparation of activities for the Multi-Cultural Arts Fair	"	This will be an ethnic celebration of the "rites of spring" as expressed in music, dance, and art throughout the world.
	Irish fiddler and two dancers performed in the classrooms.		
	Irish story teller told folk stories to several class groups.		
	Noon recorder classes offered to pupils.		
May	Multi-Cultural Arts Spring Festival, school wide	"	This activity included two neighborhood parades, ethnic lunch, and five separate activities performed outdoors on the school grounds.

ESAA TITLE VI MAGNET PROGRAM
INSERVICE TRAINING, 1980-1981

SCHOOL: SHERMAN

PROGRAM: MULTI-CULTURAL ARTS

DATE	SUBJECT COVERED	NUMBER OF PARTICIPANTS	CONSULTANT(S)
10/30/80	Integrating Japanese art, music, literature into the elementary school curriculum	20	Nancy Beckman, Consultant, Stanford University; "Teaching Japan in the School" Program
12/8	Orientation and planning for the Sherman School Multi-Cultural Arts Program	33	MPS staff members
2/25/81	Multi-cultural and ethnic aspects of modern education	46	Dr. Carl Grant, Associate Professor of Education, University of Wisconsin-Madison
5/9 and 5/23	Curriculum writing	2	None
6/2	Teacher evaluation sessions - Teachers were given released time during the day to evaluate the year's activities and offer suggestions for next year. This survey was done by interviewing two teachers at a time.	26	"
	Inservice Sessions (Steering Committee Meetings)		
11/6/80	Staffing concerns, program status	10	None
11/14	"	"	Sandra Huron
1/8/81	Multi-cultural curriculum, programming	13	None
2/12	Program planning	10	"
5/20	"	12	"

EIGHTY-SECOND STREET

MULTI-LANGUAGE

(German and French Immersion)

MULTI-LANGUGE (GERMAN AND FRENCH) - EIGHTY-SECOND STREET

The Second Language Proficiency School opened at Sixty-Eighth Street School in September 1977 for kindergarten through third grade with the only "total immersion" German program in the United States. In 1978, the German program was expanded to grade four, a French kindergarten/lower primary program was added, and the name was changed to Multi-Language School. Each program is expanded by one grade level annually. In 1980-1981, German included four-year kindergarten through sixth grade with an enrollment of 185. The French program numbered 126 pupils in grades K4 through three. The total enrollment was 311. In 1980-1981, the specialty opened in larger quarters at Eighty-Second Street School.

The program was modeled after the St. Lambert French Program in Montreal. Major goals are proficiency in both the second and first language and grade-level achievement in subject content.

"Total immersion" means that for the first three years of the program all classroom communication is in German or French. Children learn the second language in a natural way by using it in meaningful situations. Pupils are taught subject content in German or French and acquire initial reading skills in German or French. All pupils are native English speakers. English language arts and English reading are introduced at middle primary. The percentage of subject instruction and classroom communication in the English language increases until grade five after which equal time is devoted to English and German or French. The program is open to all pupils. The regular Milwaukee Public Schools curriculum is followed with purchased materials or translated into German and French by the bilingual staff. Materials are housed in a German/French school library of imported books and curriculum materials. An International Room was developed as a conference center at the larger site in 1980-1981.

Pupils score well above the city-wide average on tests of English reading, even though they learn initial reading in a second language. Spelling is the only one of the English language arts at which they do not excell at the end of third grade because exposure to formal English has just begun. Program staff persons report that fluency in two language systems appears to enhance learning in both languages.

Parents are actively involved as volunteers. Evening classes in German and French conversation are sponsored in cooperation with the Recreation and Adult Education Division so that parents may learn their child's new language. Milwaukee's German and French communities are linked to the program.

Many groups of local and national educators, linguists, and college students visit the school.

ESAA Title VI funds of $275,404 supported a specialty teacher, five teachers, ten paraprofessional aides, inservice, consultants, equipment, supplies, field trips, and curriculum development.

ESAA TITLE VI MAGNET PROGRAM - STUDENT ACTIVITIES

SCHOOL: **82ND STREET**
PROJECT: **MULTI-LANGUAGE**

DATE	STUDENT ACTIVITY	SITE	REMARKS
9/80	City wide testing revealed our immersion students did very well in English reading	82nd St. School	Milwaukee results corroborate research on immersion programs
10/80	Some children are doing well in original writing in the second language and have even reached the level of making a pun in the language	82nd St. School	Teacher who expressed this was very pleased
11/4/80	Students held their first student council election	82nd St. School	Students appeared very interested in the process--the campaign, etal
9/80	School newspaper - "Multi-Star Reporter"	82nd St. School	Two-fold purpose presenting information to students and parents plus getting children organized to write and edit their own paper
11/80	Upper grade athletic program after school one day a week	82nd St. School	Parents expressed desire for youngsters to have an opportunity for social and athletic interaction
12/80	MP G/4th G classes attended the German Language and School Society Christmas party and entertained with songs and dances	Wauwautosa Community Center	There is a close communication between our school and the German community in Milwaukee
1/81	4th G/6th G classes saw slides of India from Frau Munding's trip; also saw original "sari" worn by teacher	82nd St. School	Multi-cultural education

ESAA TITLE VI MAGNET PROGRAM - STUDENT ACTIVITIES

SCHOOL: 82ND STREET

PROJECT: MULTI-LANGUAGE

DATE	STUDENT ACTIVITY	SITE	REMARKS
1-2/81	MP F class is interviewing workers in the school (principal, engineer, etc.) and making reports	82nd St. School	Children are becoming more aware of the school and its operation
winter, 80-81	MP G class has set up a birdfeeder and is feeding and observing the birds this winter	82nd St. School	Children are extending their science skills
all year	UP G class is corresponding with a UP class in the state of Maryland, exchanging letters about their school, class, and activities	82nd St. School	This is a good chance to spread the word about the Magnet program in Milwaukee!
all year	6th grade girls go into lower grades to listen to the children read	82nd St. School	Good practice for the older ones and a chance for the younger ones to get to know the older students
all year	4th G students carry trays for the senior citizens who participate in the lunch program here on Tuesdays	82nd St. School	Good involvement with the community
all year	4th/5th/6th G students serve as monitors in the lunchroom and as milk monitors to deliver milk to the classrooms	82nd St. School	This activity is developing a real sense of responsibility in the older students
12/80	Holiday Songfest	Wilbur Wright Middle/ Jr. High School	The children are involving their parents in the school's activity and environment
2/81	PTO Potluck Dinner	82nd St. School	
3/4/81	2 representatives of the Rand Corporation interviewed students, teachers and administrators for a national study on bilingual education	82nd St. School	This report will have a great impact on foreign language/bilingual education
3/6/81	Children viewed and participated in an entertaining improvisation show done by Linda Mott	82nd St. School	Sponsored by the Human Relations Dept. via the Integration through the Arts program--the children had a chance to really become involved with each other and themselves.

ESAA TITLE VI MAGNET PROGRAM - STUDENT ACTIVITIES

SCHOOL: 82ND STREET

PROJECT: MULTI-LANGUAGE

DATE	STUDENT ACTIVITY	SITE	REMARKS
3/9/81	"Hour Magazine" (national TV program, ABC), filmed a segment on the Multi-Language School for broadcasting in the near future	82nd St. School	More good publicity--at the national level!!
3/30/81	A reporter from the Northwest Post visited the school to do an article	82nd St. School	Will help spread the word throughout the community
4/7/81	French students were entertained by a French singing group from Marquette University	82nd St. School	The university language professors/students are always impressed by our children's ability in French
4/7/81	Classrooms were visited by a representative of the Center for Applied Linguistics (Washington, D.C.)	82nd St. School	The Multi-Language School is participating in a nation-wide research project on innovative elementary school foreign languag programs
4/9/81	German MP class completed a beautiful wall hanging on "Milwaukee, Unsere Stadt" (Milwaukee, Our City) and presented it to the school's International Room	82nd St. School	The wall hanging, felt and material scraps made into houses, buildings, cars, trees, etc. on burlap, was a cooperative effort by the whole class
April-May, 1981	Student Council is developing a play to present to all classrooms on the subject of being wary of strangers	82nd St. School	There is a real concern for the safety of their fellow students
5/1/81	4th-6th grade students worked with PAC filmmaker Bill Genius drawing on film to create their own movies	82nd St. School	Sponsored by the Human Relations Dept. via the Integration through the Arts program--all involved thought it interesting and worthwhile
May, 1981	Upper grade students are having a softball tournament at lunch time recess	82nd St. School	The children really enjoy this sport activity coordinated by the principal

ESAA TITLE VI FIELD TRIPS
1980 - 1981

MAGNET PROGRAM: **MULTI-LANGUAGE**

SCHOOL: **82ND STREET**

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
9/24	Alverno College and Mitchell Park Conservatory	To give the youngsters the opportunity to extend their activities beyond the classroom--specifically by exposing them to German culture and fine arts as expressed in an art exhibit entitled "Paintings of Germany" at Alverno.		30		
10/7	Milwaukee County Zoo	To give the children a first-hand experience with zoo animals and to allow them to interact informally with each other using phrases of their newly acquired language and to be exposed to the other language used in the school.	54			
10/20	Planetarium and Harbor Area	To increase the children's science skills, their environmental awareness, and their awareness of the available facilities in their community.		50		
10/27	Pumpkin Farm	To give the children a chance to interact with each other in an outdoor setting and to enhance their cultural awareness of the seasons and seasonal customs.	75			
10/28	Pumpkin Farm	Same as above	72			
11-19-80	Hawthorne Glen	To enhance the children's science skills and awareness with a hands-on experience with nature and animals; to see preparations and changes for winter; to give the children a chance to interact in a natural outdoor setting	51			
12-8-80	Oakridge Farm	To give the children first-hand experience with a farm and farm animals; to expose the kindergartners to the "opposite" language; to give them a chance to interact informally	52			
1-21-81	Museum "A Toy Workshop"	To increase the children's awareness of community resources; to provide children with the cultural experience of viewing and appreciating the toys of their ancestors; to provide them with an opportunity to interact informally in the language	28	22		

ESAA TITLE VI FIELD TRIPS
1980 - 1981

MAGNET PROGRAM: MULTI-LANGUAGE

SCHOOL: 82ND STREET

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
1-22-81	"Le Muppet Show" (Rufus King Middle School)	To increase the children's understanding of and appreciation for the French language by seeing a play staged by the King Middle School French students; to foster cooperation and sharing between two participants of the Magnet Program	53	22		
1-29-81	Children's Hospital	To increase the children's awareness of their city and their community; to lessen their fear of hospitals and sickness; to provide them an opportunity to interact with each other informally in German and French to increase their multi-cultural awareness	51			
2-24-81	"Rapunzel" (Madison High School)	To increase the children's understanding of and appreciation for the German language by viewing a play presented by the Madison H.S. German classes; to give the children an opportunity to interact informally in order to increase their multi-cultural awareness	79	26		
2-27-81	Wisconsin State University	To further the development of human relations at our school; to provide for an exchange of language and ideas by the French and German students; to contribute to the development of lifetime sport activity and good physical condition		113		
2-17-81	"Little Red Ridinghood" (Lincoln Center for the Arts)	To further the children's cultural education by exposing them to opera and fairy tales; to give the children a chance to interact with each other; to expose them to the "opposite" language	36			
4-[illegible]-81	Madison H.S. Planetarium	To enhance the children's science education with a program about the solar system; to give the children a chance to interact with students of the "opposite" language in the school; to enhance the multi-cultural aspect of the program by giving them a chance to interact with each other informally		44		
May '81	Milwaukee County Zoo	Several classes plan to visit the zoo in the spring to enhance the children's science education by viewing the				

ESAA TITLE VI FIELD TRIPS
1980 - 1981

MAGNET PROGRAM: MULTI-LANGUAGE SCHOOL: 82ND STREET

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
	Milwaukee County Zoo (cont.)	zoo animals in the spring. This will also provide the children a chance to interact informally, thereby enhancing the multi-cultural aspect of our program				

ESAA TITLE VI MAGNET PROGRAM - INSERVICE TRAINING

SCHOOL: **82ND STREET**
PROJECT: **MULTI-LANGUAGE**

DATE	SUBJECT COVERED	NUMBER OF PARTICIPANTS	CONSULTANT(S)
8/80	Philosophy and Implementation of the MPS Language Immersion Program	8	Ms. Helena Anderson Curriculum Specialist
9/15/80	Resource Center: materials and their use	4	Ms. Helena Anderson
9/29/80	Use of the New Multi-Language School Report Card	12	Ms. Lois Clementi, Zone Supervisor
10/80	Classroom Curriculum	6	Individual conferences by Lois Clementi (with new teachers)
10/2/80 10/6/80 10/7/80 10/16/80 11/7/80	Curriculum Development by Classroom Teachers	10	No special consultant ½ Day per teacher; 2 per day

ESAA TITLE VI MAGNET PROGRAM
INSERVICE TRAINING, 1980-1981

SCHOOL: 82ND STREET PROGRAM: MULTI-LANGUAGE

DATE	SUBJECT COVERED	NUMBER OF PARTICIPANTS	CONSULTANT(S)
3/24/81 4/1/81 4/8/81 4/15/81 4/29/81 5/6/81 5/13/81 5/20/81 5/27/81	Curriculum Development by classroom teachers	11	No special consultant ½ day per teacher
4/6-10/81	Visitation of Canadian French Immersion programs in Ottawa, Ontario/Attendance at the Ontario Modern Language Teachers Association Convention in Toronto, Ontario	2	Administration and staff of the various Ottawa school districts
5/18/81	Report on Canadian visitation to immersion program to staff members	16	Staff members--Julie Geier and Tracy Sheridan
4/30/81 5/7/81 5/14/81 5/21/81 5/28/81 6/4/81	Intensive German Language Inservice	16	Barbara Kostrau, Milwaukee Area Technical College
4/14/81 4/28/81 5/12/81 5/26/81 6/9/81	Intensive French Language Inservice	5	Madeleine Velguth, University of Wisconsin--Milwaukee
6/16/81 6/17/81 6/18/81 6/19/81	Inservice workshop to complete curriculum development initiated throughout the 1980-81 school year	14	Helena Anderson, Curriculum Specialist for Foreign Languages, MPS

MAPLE TREE

HEALTH EDUCATION, SCIENCE and PHYSICAL EDUCATION

SCIENCE, HEALTH EDUCATION, AND PHYSICAL EDUCATION - MAPLE TREE

Maple Tree School joined the Magnet Program in September 1979. Its Science, Health Education, and Physical Education Specialty provided a north-side school with a K-6 program similar to that developed at Twentieth Street School with ESAA Title VI support in 1977-1978. Maple Tree had an enrollment of 385 in 1980-1981.

The science, health, and physical education curricula are coordinated within the school and integrated with the Milwaukee Public Schools academic curriculum in a multi-cultural setting. The three curricula are coordinated by teacher specialists in order "to promote total fitness and healthful living". For example, anatomy, gymnastics, and nutrition are presented as complementary units.

Science provides indepth exploration through classroom instruction, laboratory, and field experiences. Pupils have a weekly science class.

Health education focuses on the care and maintenance of the human body. In addition to health classes, health education lessons are taught by classroom teachers. The curriculum includes nutrition, personal health and hygiene, dental care, mental health, and drug education at all grade levels. Community agencies such as the Milwaukee Health Department and the American Cancer Society cooperate with the health program.

Physical education classes meet four times per week. Pupils are tested for strength, agility, and endurance prior to assignment to appropriate levels of PALS (Personalized Accountable Learning Systems), an individualized physical education program. Additional training is given once a week to children with motor deficiencies identified by the screening test. This adaptive program (individualized to child's disability) is unique. "Disabilities" included such problems as obesity and weakness. Good posture and high attendance are rewarded weekly on a school-wide basis. Screening of fifth- and sixth-grade pupils for scoliosis (curvature of the spine) is also unique to the specialty. In the rest of the school system, scoliosis screening does not occur until the middle school level.

Friday afternoon swimming classes for grades four and five were initiated in 1980-1981 as part of the adaptive physical education component. Pupils were given swimming instruction at Noyes Natatorium by the Vincent High School swimming coach.

Maple Tree School was the site of the 4-H Dairy Farm Program in the spring.

ESAA Title VI provided $81,045 for the three teacher specialists, special equipment and supplies, consultants, field trips, and curriculum writing.

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: MAPLE TREE

PROGRAM: SCIENCE, HEALTH EDUCATION, AND PHYSICAL EDUCATION

DATE	STUDENT ACTIVITY	SITE	REMARKS
10-80 to 11-80	Intra - Football	Maple Tree	
11-80 to 12-80	Intra - line soccer	Maple Tree	
11-80 to 6-81	Fifty mile run	Maple Tree	Continuous activity for individuals
12-80 to 1-81	Intra - basketball	Maple Tree	
4-81 to 6-81	Intra - baseball	Maple Tree	Fourth - sixth graders
6-81	Zoo-Mobil Lab	Maple Tree	Fifth grade study of pond life, minute plants and animals.

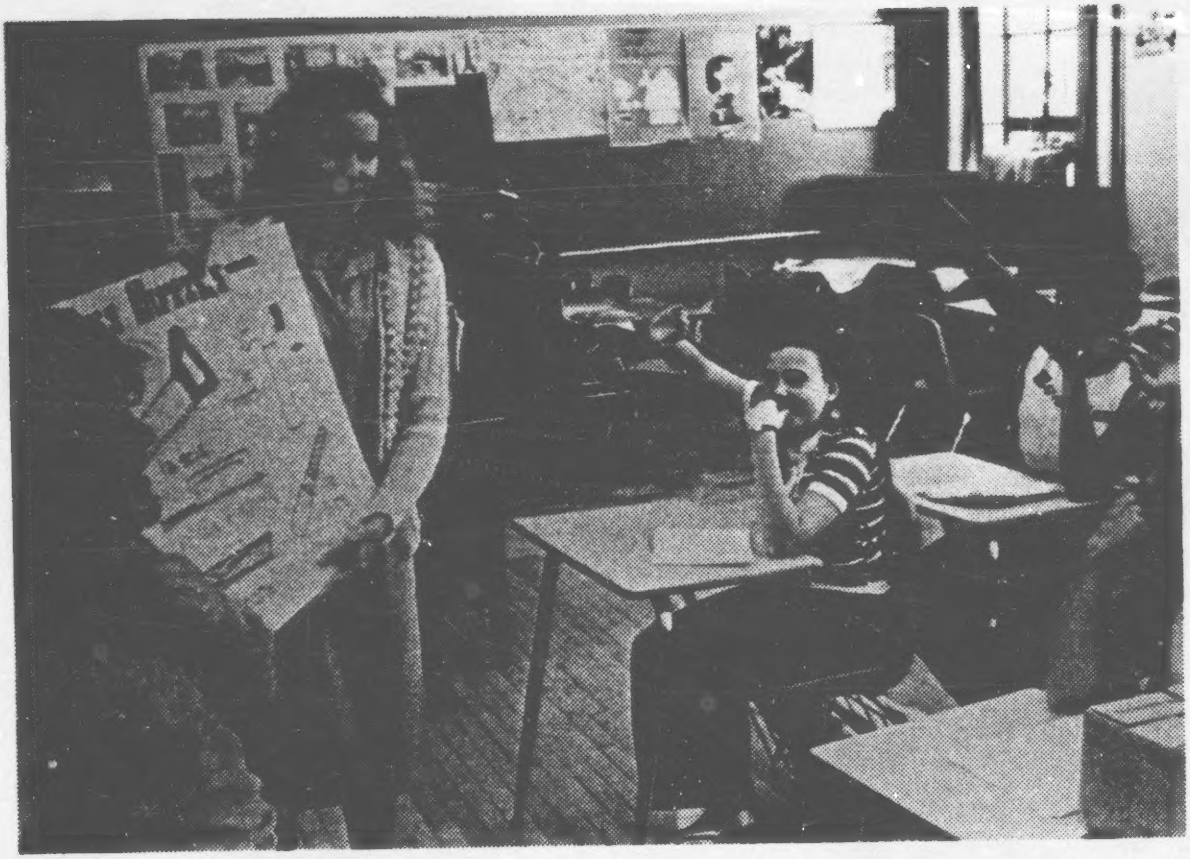
ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: MAPLE TREE

PROGRAM: SCIENCE, HEALTH EDUCATION, AND PHYSICAL EDUCATION

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
10-10-80	Museum	Come Crawl With Me - Program on Insects	30			
10-21-80	Burzales Farm	Gain information on farm animals and crops	30			
10-24-80	Museum	Come Crawl With Me - Insect study	30			
10-24-80	Palmyra	Geographical study of Kettle Moraine		60		
11-7-80	Hawthorne Glenn	Study of plants and animals	60			
12-5-80 to 2-27-81	Noyes Swimming Pool	Fourth graders - orientation to swimming		60		
2-20-81 and 3-6-81	Oakridge Farm	Experience how a working farm is useful to us and what it provides for us.		60 60		
5-22-81	Milwaukee Medical College			60		
5-8-81	Community Memorial Hospital			60		
3-6-81 to 6-5-81	Noyes Swimming Pool	Fifth graders orientation to swimming		60		
4-27-81	Madison H.S.-Planetarium	Study of stars and planets		30		
6-1-81	Goodrich School	Physical Education - Gymnastics	30			
1-28 to 1-30-81	D.N.R. Youth Camp - Kettle Moraine	To learn more about our environment, and work in a multicultural setting with children from another school.		30		

Middle School Projects



KING

GIFTED AND TALENTED

GIFTED AND TALENTED - RUFUS KING

The middle school Gifted and Talented Magnet provides program continuity for graduates of Golda Meir Elementary School plus program experience for other students screened by teachers and parents as high achievers or creative individuals. The program opened at Wells Street School in September 1977. It moved to Rufus King, which also houses the secondary College Bound Magnet, in 1978-1979.

In 1980-1981, 434 students were enrolled in King's Gifted and Talented Program in grades six through eight. Over half were selected from recommendations of fifth-grade teachers city-wide, and the remainder entered from Golda Meir School.

Within Rufus King, the middle/senior magnets have separate lunch schedules. About 75 percent of Gifted and Talented students were recommended for leadership, academic achievement, creativity, or music or art ability.

Thus, Milwaukee's kindergarten through grade twelve program responds to the observation that "one of our largest untapped sources of human intelligence, talent, and creativity is hidden among low-income minority Americans"(1) by providing a challenging program opportunity for all qualified students.

Academics are explored in greater depth and a greater variety of experiences are offered to these highly-motivated students.

Some sixth-grade enrollees from the Golda Meir Gifted and Talented Program continue the French immersion studies they started in elementary school. Other sixth graders have nine weeks each of home economics, industrial arts, art, exploring languages and cultures, science, and reading.

Seventh graders must enroll in either French or Spanish. A pre-algebra math course is preparatory for an elective eighth grade class in high school-level algebra.

Grades six and seven have art twice weekly while, for eighth graders, art is an elective which meets daily. Participation in orchestra, band, and/or chorus are options.

Students spend the last hour of each day in one of many offerings through which they choose to rotate every six weeks. Among the explorations are broadcasting, computer programming, creative writing, chorus, orchestra, band, photography, weight lifting, science fiction, creative dramatics, cultures and crafts, and German and Chinese language and culture.

The program provides many field trips and other enrichment activities. A CETA-funded artist in residence worked with small groups through March.

(1) Hal Lyon, Director, Federal Office for Gifted and Talented Education. Report on Educational Research. February 20, 1980.

A series of workshops for parents was a new service in 1981. Topics included adolescence and curricula for Gifted and Talented students.

The Group Inventory for Finding Interests, a measure of creative ability, was administered to all students in February. Results were used as one of the criteria for recommending exploratory programs. Approximately 25 percent of King students are highly creative by this measure. This is ten percent higher than expected in a normal population.

ESAA Title VI awarded $175,106 to Rufus King's Gifted and Talented Middle School. This sum funded four specialty teachers, four paraprofessional aides, equipment, supplies, consultants, inservice training, and field trips.

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ESAA TITLE VI MAGNET PROGRAM - STUDENT ACTIVITIES

SCHOOL: **RUFUS KING MIDDLE**

PROJECT: **GIFTED AND TALENTED**

DATE	STUDENT ACTIVITY	SITE	REMARKS
10/10	Auditorium program for 8th grade science students.	King	Aero Space Education: Carl Guell, State Department of Transportation
10/17	Debate Team participate is Walker Tournament		Team Trophy
10/24	Debate Team participates in Juneau Tournament		2nd and 3rd place trophy
10/28	6th grade Home Economics students prepare and serve a multicultural brunch as a class project resulting from a study of families in other countries.		Parents and staff invited
10/28-29	6th grade French Immersion students create a French Village in their classroom. All conversation, shopping and business transactions conducted in French.		Family and friends invited
11/5	Open House	King	Music and Phy. Ed. Departments provide entertainment for parents.
11/7	Debate team participates in Marshall Tournament		1st and 2nd place trophy
11/12-20	Food for Families-Middle School Student Council sponsors Channel 12 food drive for needy families		
12/11	Winter Concert	King	Band, Orchestra, Chorus perform for family and friends.
12/17	French Christmas Play	King	Immersion class performs for other foreign language classes.
1/15	Music Department Concert	King	Performance for entire middle school
1/16	Music Ensemble-Oberlin College	King	Peformance for music students

ESAA TITLE VI MAGNET PROGRAM - STUDENT ACTIVITIES

SCHOOL: RUFUS KING MIDDLE
PROJECT: GIFTED AND TALENTED

DATE	STUDENT ACTIVITY	SITE	REMARKS
1/20-1/29	6th grade French Immersion class performs "Le Muppet Show" in French for classes from 82nd Street School, Golda Meir School, King foreign language classes, parents, and friends.	King	
1/20	Gymnastics class-8th hour Exploratory program performs	King	Auditorium program for middle school
1/28	Math track Team participates in Math Meet--1st place winners.	Webster Middle	
2/19	Chagall Arts Duo-performance for all middle school students	King	
2/23	The Comedy Workshop-program for middle school students	King	
2/24	Symphony preview sponsored by a symphony docent.	King	Music students participate-program covered by the Journal.
2/25	T'ai-Chi demonstration-program for middle school audience by 8th Hour Exploratory class in T'ai-Chi techniques.	King	
2/26-27	Middle School Science Fair- More than 180 student exhibits covering models and charts; verification of known phenomenon; investigation of an un-known phenomenon. 15 top winners go on to the Marquette University Fair.	King	Open to the public

ESAA TITLE VI MAGNET PROGRAM - STUDENT ACTIVITIES

SCHOOL: RUFUS KING MIDDLE

PROJECT: GIFTED AND TALENTED

DATE	STUDENT ACTIVITY	SITE	REMARKS
3/4	Pulaski Chamber Orchestra performs in Little Theater	King	Performance for selected music students
3/6	Middle school forensic team hosts an Invitational Forensic Festival	King	Nine schools compete; each team is presented with a team participation trophy.
3/7	Music groups participate in Milwaukee District Music Contest	King	Chorus receives a 1st place rating; Band and Orchestra receive 2nd place ratings.
3/9	Twenty-six French Immersion students present "Le Muppet Show" for spectators at Bayshore Mall.	Bayshore Mall	Performance in conjunction with Imagination Celebration
3/10	Fifteen drama students perfrom in "Cybernella" at Capitol Court Mall	Capitol Court	Imagination Celebration activity
3/11	"Getting to Know You"-a Mini-Folk Fair All students invited to participate in this event held in the school gymnasium.	King	Ethnic displays, arts and crafts, music, dances, costumes, games and food from around the world. Parents and friends invited to attend.
3/13	100 voice Middle School Chorus performs at the Hyatt Regency Hotel.	Hyatt Regency	Imagination Celebration Activity
3/16	Ko Thi Dance Company presents program of creative dance for all students.	King auditorium	
3/25-27	Middle School library hosts Book Fair	King	All classes participate.
3/30	French 6 Immersion class invited to Goodrich School to present their original "Le Muppet Show" for elementary students.	Goodrich School	

ESAA TITLE VI MAGNET PROGRAM - STUDENT ACTIVITIES

SCHOOL: RUFUS KING MIDDLE
PROJECT: GIFTED AND TALENTED

DATE	STUDENT ACTIVITY	SITE	REMARKS
4/4	Forensic Team participates in the City Championship Tournament at Milwaukee Technical High School.	Milwaukee Tech	King team wins second place honors in the middle school division.
4/14	40 students who studies T'ai-Chi and basic self-defense in the Exploratory program present program for parents and friends.	King auditorium	
4/28	Anti-Vandalism Committee visits Whitman Elementary School.	Whitman	Students present film, general discussion on vandalism and present awards to winners of Anti-Vandalism Poster Contest.
5/11	Auditorium program for 8th grade students by the Great American Children's Theater Co.	King	Actors present a "behind the scenes" of "Treasure Island" program.
5/11	Anti-Vandalism Committee attends a luncheon at U.W.-Milwaukee for all middle school participants.	U.W.-M.	An Anti-Vandalism award presented at the luncheon to Rufus King Middle School for its participation in the successful city-wide project.
5/14	Anti-Vandalsim Committee presents program to students at 88th Street Elementary School.		
5/19	Dance Circus presents a modern dance sampler.	King	Workshops for selected classes
5/19	Math Track Team participates in the Middle School Math Meet at North Division High School.	North	The King teams (3) take 1st, 5th, and 7th place in the meet.
5/20	Music department presents annual Spring Concert.	King Auditorium	Middle school chorus, orchestra and band perform.
6/4	King Phy.Ed. department hosts middle school Intramural Track Meet.	North Stadium	King Middle School teams participate.

ESAA TITLE VI FIELD TRIPS
1980 - 1981

MAGNET PROGRAM: **GIFTED AND TALENTED** SCHOOL: **RUFUS KING MIDDLE**

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
9/26 0/7,9	Milwaukee Public Museum	6th grade students visit an Egyptian tomb-enrichment and historical background for social studies		31		
10/6	Old World Wisconsin	6th grade students: Enrichment of the social studies curriculum-children were given hands-on experiences in using the tools and technology of the 19th century to obtain food, shelter and clothing.		120		
0/13-15	Camp Upham Woods	One 6th grade class to Wisconsin Dells: Fall Camp-Out to provide the students with environmental educational enrichment, interpersonal skills and to expand the 6th grade curriculum.		28		
0/23	Phillip Elementary School	Orchestra students present a program for elementary students.		20		
1/11	Pabst Theater	8th grade students see the musical production "Daniel Boone".			100	
1/11	PAC	6th grade drama students hear Tony Montanaro-storymime, Art of Mime, folktales, fantasies and other selections from literature.		15		
11/12	Pabst Theater	6th grade students see the play "Daniel Boone"-related to the Language Arts unit.		150		
1/12	Greene's Geological Museum	8th grade students to UW-M to view the fossil exhibit and other displays.			6	
11/18	Mexican Neighborhood	6th grade students visit a Mexican neighborhood in the city-enrichment of Social Studies Unit.		31		
11/19, 25	Medical College	8th grade Health students: health careers and academic enrichment.			60	
11/19	Vulcan Materials Co.	8th grade science students-on site investigation and interviews.			7	
11/20	Museum, Art Center and Zantigo's	Foreign Language students: cultural and practical experience in the Spanish language.			25	
11/20, 21,25	Museum	6th grade students tour the Latin America exhibit and participate in activities comparing highland and plateau country with lowlands regions, explore past and present cultures.		120		

ESAA TITLE VI FIELD TRIPS
1980 - 1981

MAGNET PROGRAM: GIFTED AND TALENTED

SCHOOL: RUFUS KING MIDDLE

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
12/1	Madison H.S. Planetarium	6th grade students to view the constellations and night skies of Dec. 8-10 in preparation for winter camping		60		
12/2	Performing Arts Center	6th grade students to the Bradley Pavillion to explore the magic and acting of the Friends of Mime Theatre production "Why Not Have Christmas All Year?"		29		
12/3	Medical College of Wis.	6th grade students to the Medical College for exposure to a variety of careers in the health care field; to make students aware of different skills and training levels; to make students become more confident when using interviewing techniques (Language Arts Class).		5		
12/4	Performing Arts Center	6th grade students to see Bits 'n Pieces Puppet Theater-operetta-"The Ballad of Jose Gaspar" and "Puppets in Toyland."		20		
12/8-12/10	Kettle Moraine Youth Camp	6th grade students for a Winter Camp Out-a three day encampment for science enrichment, environmental studies, social development.		60		
12/11	Martin's Lapidary	8th grade science students to learn about the functions of a lapidary and to learn the types of precious and semi-precious stones used in jewelry.			6	
12/15	Capitol Court Mall	Members of the middle school Chorus perform for the holiday festivities at the shopping center.			80	
12/17	Schlitz Audubon Center	8th grade science students to view the center and the natural habitat of Wisconsin animals in the winter.			15	
1/7-1/9	Kettle Moraine Youth Camp	6th grade students for a Winter Camp out-a three day intercultural experience emphasizing working, studying, and living together.		55		
1/17	Stone Jewelry	8th grade science students to find out about the various kinds of stones.			6	
1/18	Power's Goldsmith Shop	8th grade science students to learn about gold and its properties.			6	
1/13	Performing Arts Center	7th grade students to view "Julius Caesar" in connection with social studies unit on Ancient Rome.			91	

MAGNET PROGRAM: GIFTED AND TALENTED SCHOOL: RUFUS KING MIDDLE

Date	Location	Purpose	K-2	3-6	7-9	10-12
1/14	Performing Arts Center	8th grade students to see "Julius Caesar" in order to gain exposure to theater, literature, and history.			130	
1/16, 21,28	Milwaukee Public Museum	All 6th grade students to study the cultures of Africa and Europe-implement studies in social studies.		143		
1/30	Jean-Paul Restaurant	Foreign Language students-to acquaint students with French cuisine by visiting one of the best in the city. Jean-Paul to speak with the students about French food and customs.			56	
2/3	MPS Outdoor Site-Palmyra	6th grade students to observe and study animal adaptation; enrichment activities;interpersonal relationships		72		
2/5	Cooper School	6th grade students to learn more about the learning processes and problems of deaf children.		5		
2/9	Camp Palmyra	6th grade students to study geological formations of the Kettle Moraine area abd history associated with the area.		58		
2/20	Goethe House	6th grade students to gather information on Germany for the middle school Folk Fair.		6		
2/25	Performing Arts Center	Music students attend a symphony concert and dance.			42	

ESAA TITLE VI FIELD TRIPS
1980 - 1981

MAGNET PROGRAM: GIFTED AND TALENTED

SCHOOL: RUFUS KING MIDDLE

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
3/3	Glorioso's Italian Restaurant	6th grade students visit an ethnic restaurant to prepare for the school folk fair.		3		
3/6	Pittman Theater-Alverno	6th grade students attend a performance by a Flamenco guitarist and dancer.		50		
3/13	Gallery of Famous Black Americans	6th grade students view the exhibits here.		30		
3/26	Lincoln Center for the Arts	6th and 8th grade students view the Act I Theater Company of Bay View High School production of "Such Stuff as Dreams are Made On: A Shakespeare Collage".		50	100	
3/30-31 4/1-3	Atkinson Library	Small groups of 6th grade students visit the library to review library skills and to learn about books for the gifted and talented.		30		
4/2	MATC Auditorium	6th grade students view the play "Robin Hood" produced by Eighth Street School.		75		
4/13	U.S. Govt. Department of Housing and Urban Development	Students visit H.U.D. for career study and to interview different types of lawyers.		13		
4/13	Milwaukee Journal Building	Students view newspaper process and interview a newspaper reporter about language skills in the communications field.		8		
4/10	Wisconsin Humane Society	Students visit the Society to learn more about animal life in the state, ways of survival; enrichment.		4		
4/15	Madison High School Planetarium	Eighth grade science students view the planetarium presentation.			55	
4/15	Elm St. School	Orchestra students invited to perform for Elm St. students.			15	
5/4	Pabst Theater	7th grade students view "Treasure Island" performed by the Great American Children's Theater group.			100	
5/5	Museum of Science and Industry-Chicago	6th grade students tour the museum exhibits.		39		

ESAA TITLE VI FIELD TRIPS
1980 - 1981

MAGNET PROGRAM: GIFTED AND TALENTED

SCHOOL: RUFUS KING MIDDLE

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS K-2	3-6	7-9	10-12
5/7	Pipe Organ Pizza	Students who participated in Consumer Math-Small Business Experience in the Exploratory program view a Fast Foods Service.		50		
5/13	Pabst Theater	Students view "Treasure Island" presented by the Great American Children's Theater Co.		120	140	
5/13	Carley Advertising	Communications-students to learn about the process of making displays, billboards, jobs involved in production.		8		
5/14	Madison, Wisconsin	6th grade students tour the State Capitol, interview several senators and tour the Governor's mansion.		100		
5/14	MECCA	Students view exhibits at the International Science Fair.			30	
5/15	City Hall	Eighth grade careers class visits City Hall for enrichment of class curriculum.			45	
5/18	WTMJ-TV4 and WKTI Radio	Language Arts communications unit: view filming of "New Day", tour of studio, interview Terry Meussen, hostess of "New Day".		8		
5/19	Outpost Natural Foods Coop	Language Arts unit: nutrition alternatives-students learn about healthful snack foods.		8		
5/19	War Memorial Art Center	Students tour the Art Center		27		
5/20	Art Center and Magic Pan Restaurant	8th grade French students view the Immpressionists and Haitian Art Exhibit followed by a crepe lunch at the Magic Pan.			20	
5/21	Fireside Inn, Fort Atkinson, Wisconsin	Students learn to more clearly appreciate the true value and purpose of live theater by viewing the musical "Carousel".			90	
5/21	U.S. Post Office	Tour for Language Arts enrichment-communications unit.		8		
5/22	Mitchell Park Domes	7th grade French Immersion students participate in activity related to nature in French and a French lunch.			23	
5/23	Washington Park and County Stadium	8th grade students visit a county park for human relations activities and view a Brewers game.			82	

ESAA TITLE VI FIELD TRIPS
1980 - 1981

MAGNET PROGRAM: GIFTED AND TALENTED

SCHOOL: RUFUS KING MIDDLE

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
5/26	Chicago's Shedd Aquarium and the Field Museum	8th grade students identify the fish and sharks studied in science classes; identify and study the bone structure of dinosauers.			45	
5/26	IBM Corporation	Language Arts enrichment-communications unit.		8		
5/27	Madison and Blue Mounds, Wisconsin	Students tour the State Capitol Building and the Cave of the Mounds.			50	
5/28	Chicago, Illinois	6th grade students visit the Museum of Science and Industry, experience a Chinese meal and tour Chinatown, tour Sears Tower.		80		
5/28	Milwaukee County Zoo	Students tour the zoo to observe and understand animal habitat, predator-prey relationships and animal adaptation; participate in tree identification.		45		
5/30	Great America Theme Park	8th grade students participate in end of year class activity on a Saturday.			150	
6/2	Astro Media Corp.	Students learn about language skills necessary for career in magazine writing and production.		8		
6/4	WLPX Radio Station	Students learn about language skills necessary for career in radio programming and production.		8		

ESAA TITLE VI MAGNET PROGRAM - INSERVICE TRAINING

SCHOOL: **RUFUS KING MIDDLE**

PROJECT: **GIFTED AND TALENTED**

DATE	SUBJECT COVERED	NUMBER OF PARTICIPANTS	CONSULTANT(S)
10/24-25	Wisconsin Council for the Gifted and Talented-7th Annual Conference	3 staff members participated	
10/14-12/2	Teaming in the Middle Schools: Staff members learn tactics in successful teaming/planning sessions	8	Dr. Joan Wessel-Dept. of Psych. Services

Special Service to Parents from the Staff of King Middle School:

Parent Workshop Series I-The Adolescent

10/16	The Adolescent	25	Dr. Raymond Gallope and Mr. Gary Bushman-Columbia Hospital Family Center
10/23	The Adolescent-Special Problems	16	Dr. William Bauer-Author, Teacher, Psychologist
11/12	Services of Pathfinders Common Problems with the Adolescent	9	Staff-Milwaukee Pathfinders
11/24	Single Parenting		Staff-Pathfinders

ESAA TITLE VI MAGNET PROGRAM - INSERVICE TRAINING

SCHOOL: RUFUS KING MIDDLE
PROJECT: GIFTED AND TALENTED

DATE	SUBJECT COVERED	NUMBER OF PARTICIPANTS	CONSULTANT(S)
1/24/81	In Service Workshop-Teaching Creatively Topics covered: creativity, challenging the gifted and talented, integrating the arts in the elementary school curriculum, and aesthetic education.	15	Joyce Robinson, Director of Education-Colorado Springs Art Center
4/30-5/2	Midwest Conference on Gifted and Talented Children Red Carpet, Milwaukee, Wisconsin Sponsored by University of Wisconsin-Milwaukee	5	Dr. Joe Khatena, Mississippi State University Dr. Robert Clasen, U.W. Ext.-Madison Lorin Hollander, Concert Pianist and Lecturer Dr. John Feldhusen, Purdue University Dr. John Gowan, Prof. of Education Emeritus Dr. Bryan Lindsay, Un. of South Carolina Dr. Sylvia Rimm, Mount Mary College Dr. Gary Davis-U.W.-Madison Dr. Byron Barrington, U.W. Center-Marathon
5/8/81	Workshop: The Gifted and Talented Child University of Wisconsin-Whitewater	4	

AUDUBON

HUMANITIES and FINE ART

HUMANITIES AND FINE ARTS - AUDUBON

Audubon Middle School's second year as a Humanities Magnet was based on planning funded by ESAA Title VII in 1977-1978. Enrollment was 737 in grades seven and eight.

Audubon defines the humanities as "those things that make us more human" including the study of history, literature, philosophy, foreign language and culture, and an appreciation of the fine arts. Curricula are focused on the interrelatedness of these studies. The humanities are also concerned with individual development and the individual as a community member.

The humanities teacher coordinates staff teamwork, field experiences, student activities, performances, and inservice training. The program reaches out to the Milwaukee community and beyond for experiences which broaden the scope of classroom study. In addition, community professionals in arts and letters visit Audubon to perform and to tutor.

In 1980-1981, several major humanities projects were sponsored periodically on a school-wide basis including Silent Reading for Fun, Black History Month, Fine Arts Week, and a school-wide study theme, "Ancient Civilizations and Heroes". Materials for these projects are available in a special resource center.

All seventh graders take art and music. Advanced courses are available to eighth graders as electives. The Audubon Dance Troupe presented ethnic dance programs at several elementary schools. Student reporters produced a school newspaper.

The last hour of the school day is devoted to exploratory classes in subjects such as swing band, swing choir, weaving, ballet, and woodcarving. Art metals, photography, creative writing, and Reader's Theatre were added this year. Each student may select one exploratory class per semester.

ESAA Title VI funds of $37,192 supported a humanities teacher, inservice training, audiovisual equipment, supplies, consultants, and field trips.

The addition of a foreign language program was suggested as an important component of a humanities specialty.

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: AUDUBON

PROGRAM: HUMANITIES

DATE	STUDENT ACTIVITY	SITE	REMARKS
October 1980 November 1980 December 1980	Exploratory Courses for 8th Grade 1) Beginning Ballet 2) Mosaics and Jewelry 3) Swing Band 4) Swing Chorus 5) Spanish (two sections) 6) Literary Magazine 7) Humanities Project (use of video camera to prepare video program on the Exploratory Courses) Basic Team Enrichment Time for 7th Grade 1) Study of Milwaukee "sites"--places of note in Milwaukee 2) Research of history, style of architecture 3) Preparation of field trip to visit some of the places These are large-scale projects. Individual teachers conduct humanities related projects within regular classes, too.	Audubon	
April 1981	Dance Troupe	Southridge Shopping Center	This dance group originates from the exploratory offerings made available to the students. There were about 60 pupils involved. Many requests made for the group to perform.
May-June 1981	Dance Troupe	Oklahoma School Congress School Dover School	

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: AUDUBON

PROGRAM: HUMANITIES

DATE	STUDENT ACTIVITY	SITE	REMARKS
5/20/81	One of the exploratory classes produced a 55 page 'book' called It's Time for Creations. The book contained four themes - (1) mini-plays, (2) mysteries, (3) Haiku's, (4) Small Town, USA. Exploring Art is being offered for eight weeks.		

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: AUDUBON

PROGRAM: HUMANITIES

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
10/21/80	Old World Wisconsin	This all-day field trip illustrated the differences in life-style between our culture and the early settlers.			120	
1/20/81	Field Museum of Natural History, Chicago	Study of the cultures of Rome and China			90	
2/23/81	County Museum	African Culture Exhibit was highlighted during this trip for seventh grade team.			115	
3/6/81	Alverno College Peter Baine - Flamenco Dancers	Cultural experience in Spanish influence in the arts - grade 8			50	
5/7/81	Vay View High School	Group of pupils to Vay View to see their production of "Superman"			27	
5/12/81	Performing Arts Center	Ballet - Coppelia - Dance groups in the exploratory classes attend			99	
6/2/81	Museum of Science and Industry - Chicago	Seventh grade team to compare the past invluence with the present			43	
	Lincoln Center for the Arts	Production put on by the Lincoln Center Arts players			57	
6/10/81	Old World Wisconsin	Study past cultures with the present			84	
5/27/81	Oklahoma Avenue School	Exploratory Dance Troupe to put on program for these three elementary schools			57	
6/2/81	Congress Street School				57	
6/10/81	Dover Street School				57	

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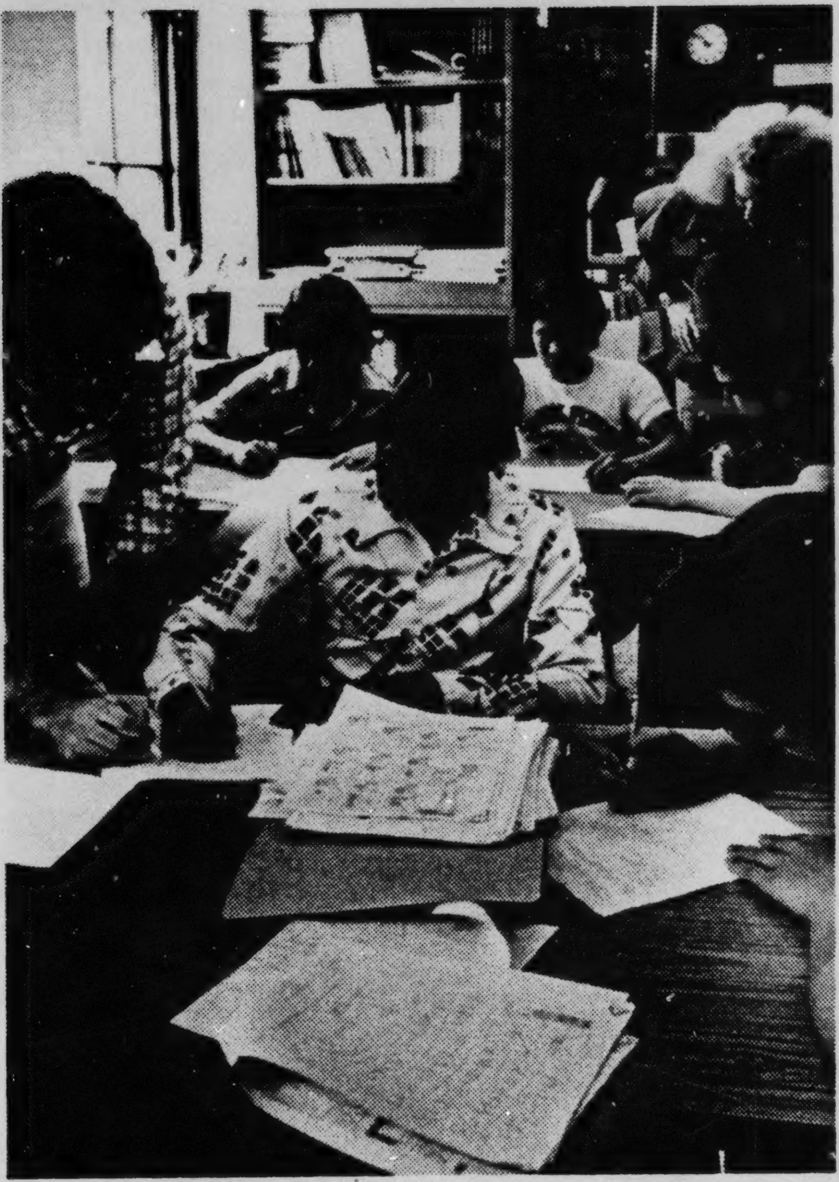
ESAA TITLE VI MAGNET PROGRAM
INSERVICE TRAINING, 1980-1981

SCHOOL: AUDUBON

PROGRAM: HUMANITIES

DATE	SUBJECT COVERED	NUMBER OF PARTICIPANTS	CONSULTANT(S)
April 28, 1981 22.4	The integration of multi-ethnic cultures and philosophies into the middle school curriculum.	34	Dr. Frank Voci UW-M
June 2, 1981 22.4	A workshop: Ways and means of bringing art into the regular classroom	15	Rhea Sprecher, Learning Connection



KOSCIUSZKO

MULTICULTURAL/BILINGUAL/I.G.E.

MULTI-UNIT/INDIVIDUALLY-GUIDED EDUCATION
MULTI-CULTURAL/BILINGUAL - KOSCIUSZKO

Kosciuszko Middle/Junior High School developed its Multi-Unit/Individually-Guided Education (IGE) Magnet in 1977-1978 as a transition from elementary self-contained classrooms to the high school system. The Multi-Cultural/Bilingual components were added the following year. In 1980-1981, its fourth year as a Magnet school, 697 seventh- and eighth-grade students were enrolled.

"Multi-unit" refers to organized groups of approximately 120 students, four teachers, and two aides. "Individually-guided education" is an instructional process which provides for continuous progress for each student according to his/her own learning rate, style, and motivation. The multi-unit/individually-guided education concept was developed by the University of Wisconsin-Madison. The Instructional Programming Model was used to plan the learning program for students. Objectives for each area of the curriculum are identified. Students are pretested and grouped according to their needs, a learning program is planned and implemented, and students are posttested. New objectives are identified for students as progress is made. Unit-teaching teams meet daily to plan programs for individual students.

In 1978-1979, the Magnet Program was expanded to incorporate multi-cultural education and the Spanish/English Bilingual Program, which had been available at Kosciuszko for several years. Kosciuszko is, thus, uniquely suited to newly-arrived foreign-born students. Because of Magnet funding, staff are available for individual and small-group assistance to them.

Three special facilities are provided. A resource center for science and mathematics develops individualized learning programs within cross-cultural studies. A multi-cultural writing skills laboratory was added to the center in 1980-1981 to give students experience in written expression. A multi-cultural awareness center stocks material related to the school's many ethnic groups. A bilingual center assists students with limited English skills. A teacher specialist oversees each center, assisted by paraprofessional aides. Staff inservice includes workshops on cultural diversity, a theme also pursued on field trips.

The multi-cultural studies resource teacher develops school-wide multi-cultural activities and helps to incorporate various cultures into all curriculum areas. In addition, the multi-cultural resource teacher plans an extensive program of inservice training on the multi-cultural, bilingual, and individualized components. Parents and community members also attended inservice sessions on multi-cultural education. The bilingual resource teacher helps students of limited English ability with language and course work.

An ESAA Title VI award of $194,332 funded four teachers, seven paraprofessional aides, inservice training, consultants, performing arts programs, resource speakers, field trips, equipment, and supplies. One paraprofessional aide position was not filled because of a lack of qualified bilingual applicants.

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: KOSCIUSZKO

PROGRAM: MULTI-UNIT/IGE MULTI-CULTURAL/BILINGUAL

DATE	STUDENT ACTIVITY	SITE	REMARKS
11/13/80	International Food Fair	Kosciuszko	Demonstration, preparation, and sharing of foods of the Caribbean, Jamaica, and St. Lucia Island; foods of Africa - Ghana
11/14	"	"	. . . foods of India, China, and American Indian
12/9	The Storyteller, Genevieve Malm	"	"Athena" - Legends and folklore of Greece
12/11	"	"	"Countess Cruscilla Dracula" - Tales and legends from Eastern Europe and Mexico
12/17	Second Shepard's Play - Winter Theatre	"	A classic English medieval tale/play of the Christmas season
1/7/81 - 1/9/81	Three for the Road - Multi-Cultural Dance	"	Demonstration and explanation of cultural influences on dance including French, Spanish, Italian, Russian/Ukranian, and Polish. Participation in workshop followed.
1/20 - 1/22	Eric Norman's National Puppet Theatre	"	Introduction to Middle Eastern culture and folklore through the medium of puppetry. Workshop followed performance.
2/4 - 2/6	The Wisconsin Timber Wolf, Jim Reider	"	Introduction to the concept of stereotyping through the use of the Wisconsin Timber Wolf
3/9	The Medicine Show - Friends Mime Theatre	"	Performances and workshops dealing with the development of self-concept and assessment skills. The state of wellness was used as a way of enhancing one's feeling of self-worth.

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: KOSCIUSZKO PROGRAM: MULTI-UNIT/IGE MULTI-CULTURAL/BILINGUAL

DATE	STUDENT ACTIVITY	SITE	REMARKS
3/9 - 3/27	Terry Penny, dancer	Kosciuszko	Group of culturally-diverse students learned multi-cultural dance as a form of expression and working together. Performance was held for total school and community population.
3/25	Movin' On Up - Afri Productions	"	The time period of the Harlem Renaissance was introduced through a performance which emphasized music, lyrics, poetry, and dance. Workshops explained more historical data in a more intimate way.
5/6	Artes Chicano - The National Chicano Dance Company	"	In celebration of Cinco de Mayo, students were introduced to four periods of Chicano history.
6/2	Crosscurrents	"	The history of American music with a special emphasis on the influences of Africa, Western Europe, and Latin America
6/4 and 6/9	Gloria Visintin	"	Presentation of Winnebago basketry, legends, folklore, and music. Extensive collection of baskets was shown and the craft itself demonstrated.

ESAA TITLE VI FIELD TRIPS
1980 - 1981

MAGNET PROGRAM: MULTI-CULTURAL/BILINGUAL/IGE

SCHOOL: KOSCIUSZKO

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
12-12	Museum of Science & Industry Chicago, Illinois	-to experience how Christmas is celebrated around the world			65	
2-6-81	Performing Arts Center Milwaukee, Wisconsin	-to continue the development of an awareness and sensitivity of Middle Eastern culture as presented through music, mime, dance and costume.			32	
3-9-81	Peter Baines and Paula Reyes	-to participate in student performance of Spanish guitar and flamenco dancing			282	
4-10-81	Wisconsin State Historical Society, Nadison, Wisc.	-to gather information on the many ethnic groups in Wisconsin's history			60	
5-4-81	Old World Wisconsin	-to be introduced to representative artifacts and homes of Wisconsin's immigrants			51	

ESAA TITLE VI MAGNET PROGRAM - INSERVICE TRAINING

SCHOOL: **KOSCIUSZKO**

PROJECT: **MULTI-CULTURAL/BILINGUAL/IGE**

DATE	SUBJECT COVERED	NUMBER OF PARTICIPANTS	CONSULTANT(S)
2-6-81 2-7-81	Assessing and Evaluating the Effects of Cultural Differences: Racial/Ethnic and Cultural Awareness	21 teachers 8 aides 1 administrator	Dr. Claire Halverson D. Milton Silva Dr. Ernece Kelly
3-28-81	Working Together - The Impact of Cultural Differences	30 TEACHERS 10 aides 1 administrator	Janice Olson Cecilia Valejo Clyde Bacon
May 4-8 11-15 18-22 26-29 June 1-5	There Must Be Something Else I Can Try - Successful strategies for culturally diverse students	25 teachers	staff

FRITSCHE

VISUAL and PERFORMING ARTS

VISUAL AND PERFORMING ARTS - FRITSCHE

The Visual and Performing Arts Magnet is a within-school program which opened at Fritsche Middle School in 1978. In 1980-1981, 300 seventh graders and 200 eighth graders participated, about 63 percent of the school population.

Art, dance, music, and theatre curricula provide a link between the Elm Elementary Creative Arts Magnet and the Visual and Performing Arts Career Specialty at Bay View High School.

All seventh graders, except foreign language students, are in the program. They have a nine-week daily survey course in art, drama, music, and dance. This addition to the regular curriculum is achieved by dividing the day into eight instead of seven periods. Survey courses prepare students for eighth-grade stagecraft and drama workshop courses and for small music classes in jazz ensemble, guitar, and the like. Additional art and music courses (general, instrumental, and chorus) are available.

Eighth graders may select music, art, dance, or drama courses as electives. They may also choose specialty courses during the last hour of the day, which is devoted to exploratory classes including large band and orchestra ensembles. In 1981, the Research Department assisted in identifying gifted seventh-grade students for recommendation into eighth-grade specialty classes. Results of the Group Inventory for Finding Interests, a measure of creativity, were used as one criterion in helping students design their eighth-grade programs. Ten percent of the 140 tested scored in the "highly creative" range.

Fritsche specialty students completed a mural for their school, presented performances in the school and community, and won awards in competitions.

The school principal observed that successful integration is possible through this specialty because the arts projects promote a spirit of cooperation and lessen inhibition. Dance, in particular, is an activity in which all races come together and start on an equal basis.

ESAA Title VI provided $147,097 to support four teachers (art, music, dance, and theatre), a part-time counselor, part-time stage manager, and two paraprofessional aides; inservice; equipment including instruments and a public-address system; supplies; consultants; and field trips.

ESAA TITLE VI MAGNET PROGRAM - STUDENT ACTIVITIES

SCHOOL: **FRITSCHE**

PROJECT: **ARTS**

DATE STUDENT ACTIVITY SITE REMARKS

Art Awards---Local

Milwaukee Women's Club---First Place
Capitol Court Exibition---2nd Place and Honorable Mention
Inner City Art Council--- First in Painting
First in Crafts
2nd in Painting
2nd in Crafts
3rd in Painting
Best of Show
Milwaukee Journal---Participated
Southgate Mall------Participated

Music Awards---District

Wisconsin School Music Association---String Ensemble-Class B-Superior
Jazz Ensemble-Class C-Very Good
96 entrants in solo and duet
Class C- 31 Gold medals, 20 Silver medals, 4 Bronze medals (Middle Schools and Jr. High)
Class B- 22 Gold Medals, 12 Silver medals (High School)
Duet-2 Gold Medals
Class A- 1 Gold, 1 Silver, Duet 1 Superior (High School and College)

Concert Groups- Saturday, March 7, 1981 Ratings:
Class C - Concert Orchestra- Superior or First
Class C - Concert Bard- Superior or First

State Awards
Class A - Violin Solo- First

ESAA TITLE VI FIELD TRIPS
1980 - 1981

MAGNET PROGRAM: Arts

SCHOOL: Fritsche

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS K-2	NUMBER OF PARTICIPANTS 3-6	NUMBER OF PARTICIPANTS 7-9	NUMBER OF PARTICIPANTS 10-12
10-2	South Shore Yacht Club	Art Sketching Trip			30	
10-21	PAC	Milw. Symphony Orchestra Concert			102	
10-22	Old World Wisc.	Exposure to different culture			50	
11-12	PAC	Tony Montanero Performance (dance)			45	
12-4	Elm and Dover schools	Band Performance			70	
1-8	Elm School	Familiarize Elm Students with Fritsche Program			50	
1-9	State Fair Park	Art Sketching Trip			35	
1-12	Lincoln and various city sites	Art Sketching Trip and Tour of Visual Artist's Studio			35	
2-3	PAC	Symphony Orchestra Concert			102	
2-6	Elm and Tippicanoe Schools	Fritsche Orchestra Concert			70	
3-7	Rufus King	Band and Orchestra Competition			90-120	
3-11	Trowbridge and Humboldt Schools	Band and Dance Performances			40	
4-6	Lincoln Center					
4-7		Dance- Learning Jazz Techniques			44	
4-27	Pabst Theatre	"Treasure Island" Performance			70	
4-29	Pabst Theatre	"Treasure Island" Performance			35	
5-7	Bay View High	"Superman" Performance			100	
5-13	Dover and Humboldt Park Schools	Fritsche Band Performance			70	
5-15	Pabst Theatre	"Treasure Island" Performance			60	
5-27	Elm and Tippicanoe Schools	Swing Choir Performance			40	
6-2	PAC	Milwaukee Symphony Orchestra Concert			102	

ESAA TITLE VI MAGNET PROGRAM - INSERVICE TRAINING AND STUDENT WORKSHOPS

SCHOOL: **FRITSCHE**

PROJECT: **ARTS**

DATE	SUBJECT COVERED	NUMBER OF PARTICIPANTS	CONSULTANT(S)
12-5	Art	70	Dr. Marcoux
12-12	Music	800	Band, Chorus and Orchestra Performance
1-8	Drama	400	Bay View Theatre Group Performance
2-11	Music	400	Bay View Chamber Orchestra Performance
2-23	Art - **Supergraphics**	120	Cesar De Flores
2-26	Drama - **Improvisational Acting**	400	John Mayer
4-9	Drama	400	Friends Mime
5-11	Drama	800	KIDS Theatre
6-3	Music	600	Fritsche Band, Chorus and Orchestra
6-5	Music	800	Fritsche Band, Chorus and Orchestra

Secondary School Projects

VINCENT

AGRIBUSINESS and NATURAL RESOURCES,

AGRIBUSINESS AND NATURAL RESOURCES - VINCENT

Agribusiness and Natural Resources (ANR) opened as a new specialty in a new school in September 1979. Vincent High School is located on 90 acres in Milwaukee's northwest corner, a developing area. Enrollment during the first year was limited to grades nine and ten. Grade eleven was added in 1980-1981 when 200 full-time and eight part-time students were in the Magnet specialty.

Agribusiness and Natural Resources includes processes and services related to the growth, processing, distribution, and storage of products used for food, clothing, shelter, or aesthetic purposes. Forty percent of all jobs in the United States are reported to be related to this field. Occupations range from forester to veterinarian to produce manager to florist to statistician.

Required specialty courses are ANR Survey at grade nine and ANR Biology at grade ten. From grade ten through grade twelve (to be added in 1981-1982), specialty students must enroll in at least two ANR courses per semester from the following offerings which were developed with ESAA Title VI funding: Genetics; Floriculture; Greenhouse Management; Soils; Fish and Game Management, Animal Husbandry; and specialty English and geography courses. Additional courses will be developed in 1981-1982, some of them linked to home economics, industrial education, and distributive education.

Much of the school's acreage is used by the specialty. A forest was planted by students the first year and a prairie in 1980-1981. Students continued the preparation and rental of garden plots. Consultants assisted in the planning of these projects.

Milwaukee Public Schools will construct a large facility at Vincent High School for the specialty in 1981-1982. It will include four classrooms, a greenhouse and headhouse, tool storage, an animal room, and offices.

In 1980-1981, ESAA Title VI awarded $53,484 to Agribusiness and Natural Resources for one teacher, one paraprofessional, curriculum writing, equipment, supplies, consultants, field trips, and equipment rental.

ESAA TITLE VI MAGNET PROGRAM
OFF-CAMPUS EXPERIENCE, CAREER SPECIALTIES, 1980-1981

SCHOOL: VINCENT

SPECIALTY: AGRIBUSINESS AND NATURAL RESOURCES

ORGANIZATION OR BUSINESS	TYPE OF EXPERIENCE	NUMBER OF STUDENTS	GRADE LEVEL(S)	DURATION OF EXPERIENCE (Number of days and periods per day)
Mr. Brumer	Bird Banding	65	10-11	3 periods - 3 days
Dept. of Natural Resources	Prairie Clearing	65	10-11	3 periods - 3 days
University of Wisconsin Field Station	Bog Study	65	10-11	3 periods - 3 days

P.S. See other field trips. These places do not normally permit high school students into them. They are willing to share their time and experience only because of the career specialty.

ON-CAMPUS EXPERIENCE

ORGANIZATION OR BUSINESS	TYPE OF EXPERIENCE	NUMBER OF STUDENTS	GRADE LEVEL(S)	DURATION OF EXPERIENCE (Number of days and periods per day)
Wisconsin College of Medicine	Lecture on Laboratory Animal Science Careers	22	11	1 period - 1 day
Wisconsin Humane Society	Presentation on Careers in Animal Care	22	11	1 period - 1 day
Wisconsin Humane Society	Presentation on Dog Training	22	11	1 period - 1 day

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ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: VINCENT
PROGRAM: AGRIBUSINESS AND NATURAL RESOURCES

DATE	STUDENT ACTIVITY	SITE	REMARKS
12/1-3/80	Department of Natural Resources Youth Camp	Kewaskum, WI	34 students participated in a specially designed winter encampment. The students learned basic environmental monitoring techniques and the routine for the middle school encampments. The students, after training, were considered staff and referred to as field trainees. Upon completion the student could elect to participate in up to two additional middle school encampments in their trained capacity. Two students are currently assigned to work each of the 22 encampments.
March 1981	Upham Woods Encampment	Upham Woods	Above encampment completed in March. Four encampments in which students worked as staffing assistants similar to the DNR camps above.
April 14, 1981	Guest Presentation to Animal Husbandry Class	Vincent High School	Careers in Laboratory Animal Science
April 30, 1981	Arbor Day Celebration	Vincent High School	Celebration of Arbor Day and planting of a tree donated by the Northwest Women's League
May 4, 1981	Landscape planting	Vincent High School	Students transplanted landscape specimens that would otherwise be lost to new construction. Specimens placed in nursery, orchard or developed landscape plan. Students also cultivated 1½ acres in prairie establishment project.
May 1981	Prairie planting	Vincent High School	Students will plant prairie grass and forbe seeds.

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: VINCENT

PROGRAM: AGRIBUSINESS AND NATURAL RESOURCES

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
10/7/80	MATC-North Campus Mequon	10th grade - Attend and participate in an Agribusiness Career Conference				68
10/9/80	University of Wisconsin Madison	11th grade - Attend and participate in a Career Conference sponsored by the College of Agriculture and Life Sciences				47
11/5/80	Small Is Beautiful Milwaukee	10th grade - Tour of house which demonstrate energy conservation practices. Included presentation and discussion.				65
11/19/81 11/20/81 11/21/81	Terry Andre State Park	10th grade - Investigate the ecology of sand dunes and beaches. Each class went on only one of the days.				68
1/7/81 1/9/81 1/11/81	Milwaukee Metropolitan Sewage Treatment Plant	9th grade - One class each day viewed waste treatment as part of a study on waste disposal			78	
4/13/81 4/14/81	Mauthe Lake	10th grade - Study ecology of mesic and wetland woods				65
4/28/81 4/29/81 4/30/81	Eagle, Wisconsin	10th grade - Study ecology of prairies				65
4/12/81 4/13/81 4/14/81	Cedarburg Bog	10th grade - Study bog ecology				65
4/30/81 5/11/81	Mequon, Wisconsin Milwaukee	11th grade - Greenhouse Operations class visited commercial and principle greenhouse operations.				15
5/6/81	Madison, Wisconsin	11th grade - Animal Husbandry class visits slaughter house, sausage factory and American Association Day to be established				22
5/13/81		11th grade - Animal Husbandry class investigates zoo occupations				

ESAA TITLE VI MAGNET PROGRAM
INSERVICE TRAINING, 1980-1981

SCHOOL: VINCENT

PROGRAM: AGRIBUSINESS AND NATURAL RESOURCES

DATE	SUBJECT COVERED	NUMBER OF PARTICIPANTS	CONSULTANT(S)
11/13/80	Trapping as a game management technique	156	1
12/1-3/80	Training in environmental monitoring for students and staff at the DNR Youth Camp in Kewaskum	37	1
May 1981	Inservice training and consultation to be planned for the Wood Resources course developer. This is necessary to develop a comprehensive and meaningful course.	1	2

ESAA TITLE VI MAGNET PROGRAM
TECHNICAL ADVISORY COMMITTEE, 1980-1981

SCHOOL: VINCENT

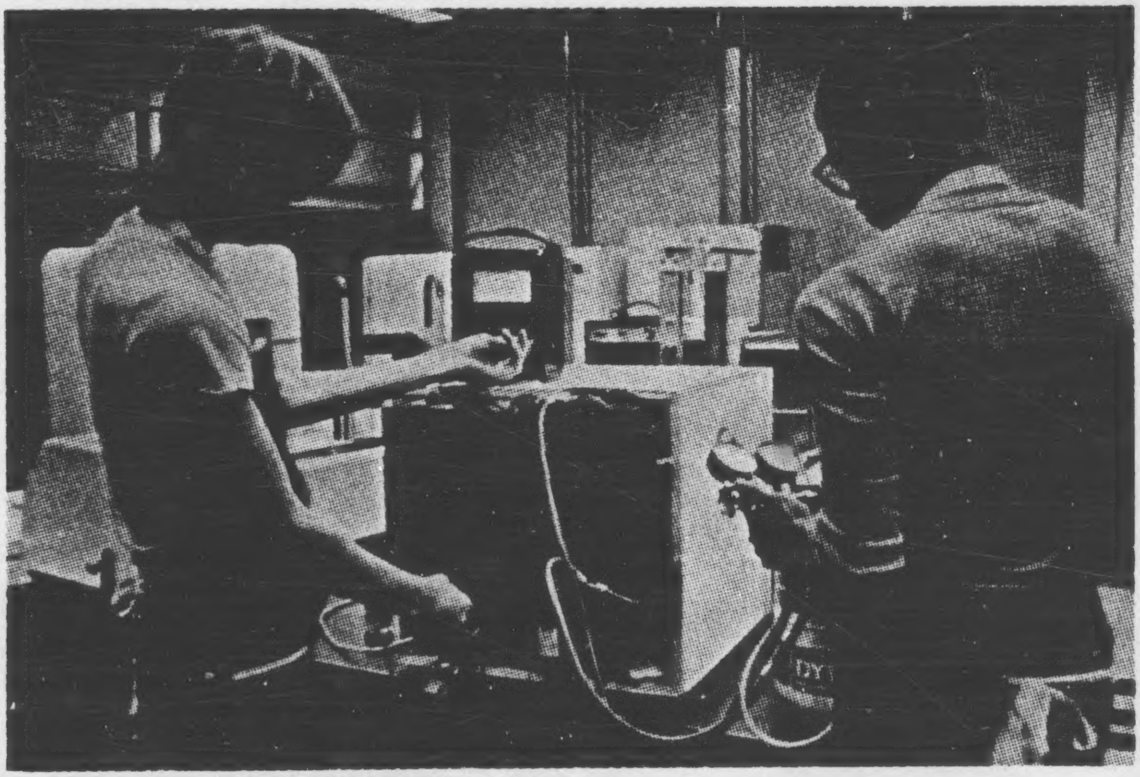
PROGRAM: AGRIBUSINESS AND NATURAL RESOURCES

COORDINATOR: -

NAME Last	First	TITLE	ORGANIZATION
Eigenfeld	Neal	Science Curriculum Specialist	Secondary Education Milwaukee Public Schools
Lukaszewski	Dennis	Greenhouse Manager	Marquette University
McIntyre	Calvin	Career Education Supervisor	Secondary Education Milwaukee Public Schools
Millington	William	Botanist	Marquette University
Minor	William	Business person	Minor's Nursery
Ostrowski	Dianne	Trust Officer	Marine Trust Company
Schneider	Richard	County Agent	University of Wisconsin-Extension
Schwarz	Donald	Dean of Agribusiness Dept	MATC-North Campus
Stanwood	Gary	Greenhouse Manager	MATC-North Campus
Steinkraus	Robert	(DVM) Veterinarian	Private practice
Voight	John	Horticulturalist	State of Wisconsin
Yockers	Dennis	Environmental Specialist	Dept. of Natural Resources MacKenzie Environmental Center
Kujoth	Greg	Student Representative	
Perry	Diane	Student Representative	

CUSTER

APPLIED TECHNOLOGY



APPLIED TECHNOLOGY - CUSTER

Applied Technology at Custer High School joined the Magnet Program in 1979-1980, its third year as a specialty. The program served 178 eleventh- and twelfth-grade students in 1980-1981.

Three programs comprise the Applied Technology Career Specialty: Air Conditioning and Refrigeration, Chemical Technology, and Plastics. All offer hands-on laboratory training. In 1981-1982, the specialty will expand to include the areas of metals, printing, power, electricity and electronics, and patternmaking.

Air Conditioning and Refrigeration prepares students for job entry or technical school. Career possibilities include design engineer or technician; manufacturing or repair specialist; and equipment sales, installation, or service. Program prerequisites are Basic Industrial Arts and General Drafting. The Air Conditioning/Refrigeration Program includes a two-hour laboratory and one-hour drafting class in the junior year, both of which meet daily. Qualified seniors may enroll in Industrial Cooperative Education, which includes one course in the morning and paid on-the-job training at an industrial site in the afternoon. Enrollment was 69. A solar energy component will be added to the Air Conditioning/Heating Program in a new solar laboratory under construction with ESAA Title VI funds.

Chemical Technology prepares students for job entry, technical school, or a degree program at a university. Career choices include laboratory technician, chemist, chemical engineer, pharmacist, metallurgist, and many other occupations where the use of chemicals is important. Science and math are recommended program prerequisites. Required specialty courses are Laboratory Techniques, Chemical Technology, Organic Chemistry, Industrial Chemistry-Classroom, and Chemical Analysis. The course, Industrial Chemistry On-the-Job Training, is available for job entry and technical school students. This course places qualified students in jobs or training assignments with Milwaukee industries for up to 20 hours per week. A special freshman biology course emphasizing chemical concepts is available for first-year students who have expressed a desire to enroll in this specialty. Sixty students were enrolled in 1981. Third-year chemistry courses entitled Biochemistry and Chemistry Seminar will be available in the 1982-1983 school year.

Plastics Technology gives job entry or technical school preparatory training in processes used in the rapidly-expanding plastics industry, including product design and tooling design. Prerequisite courses are Basic Industrial Education and General Drafting. Specialty program course requirements are Plastics Technology-Theory and Drafting and Plastics Technology-Lab in eleventh grade. The twelfth-grade program consists of advanced courses in the same subject areas. Classes meet daily for three periods including two-period laboratory sessions. 1981 enrollment was 49.

During 1980-1981, curriculum was written for the new solar energy component of the Air Conditioning/Heating Program.

ESAA Title VI support of $372,389 funded one teaching position, three aides, curriculum development, consultants, equipment and supplies, and construction of a solar energy center.

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: CUSTER PROGRAM: APPLIED TECHNOLOGY

DATE	STUDENT ACTIVITY	SITE	REMARKS
	National Energy Education Day		Thirty 11-12 grade students participated.

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: CUSTER PROGRAM: APPLIED TECHNOLOGY

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
3/17/81	Home Show	Observed solar and plastic construction principles.				X

ESAA TITLE VI MAGNET PROGRAM
INSERVICE TRAINING, 1980-1981

SCHOOL: CUSTER PROGRAM: APPLIED TECHNOLOGY

DATE	SUBJECT COVERED	NUMBER OF PARTICIPANTS	CONSULTANT(S)
	W.I.E.A. Convention - Participated in Seminar	1	

ESAA TITLE VI MAGNET PROGRAM
TECHNICAL ADVISORY COMMITTEE, 1980-1981

SCHOOL: CUSTER

PROGRAM: APPLIED TECHNOLOGY

COORDINATOR:

NAME Last	First	TITLE	ORGANIZATION
Chicoye	Etzer	Director of Research	Miller Brewing Company
Czeszynski	Richard	Science Supervising Teacher	Educational Television
Eberhardt	Robert	Toxicologist	Milwaukee County Medical Examiner's Office
Eckert	Alfred	Manager of Materials Testing Laboratory-X74	Johnson Controls
Eignefeld	Neal	Curriculum Specialist	Secondary Science Education
Fisher	Norma	Chemistry Teacher	Chemical Technology Program
Haney	Richard	Professor of Science Education	University of Wisconsin-Milwaukee
Haworth	Dan	Professor of Chemistry	Marquette University
McIntyre	Calvin	Supervisor	Career Education Program
Olson	Alice	Chemistry	Chemical Technology Program
Rehberger	Arthur	Manager of Brewing Development	Jos. Schlitz Brewing Co.
Roskos	Thomas	Plastics Research Laboratory Manager	A.O. Smith
Shaw	Nancy	Administrative Director of Radiological Services	Milwaukee Children's Hospital
Thomas	William	Principal	Custer High School
Van Valzah	William	Implementor - Career Specialty Program	Custer High School

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KING

COLLEGE BOUND

HIGH SCHOOL FOR THE COLLEGE BOUND - RUFUS KING

One of the nation's first public schools devoted entirely to college preparation opened at Rufus King High School in 1978-1979 for grades nine through eleven. In 1979-1980, the twelfth grade was added. Enrollment was 708, including 14 suburban students, in 1980-1981.

This city-wide Magnet strives for academic excellence and welcomes all average or better students who find learning exciting. Many students from the Gifted and Talented Middle School Magnet, also housed at Rufus King, are among the enrollees.

Students attend full-time for four years to earn the required 44 credits (instead of the normal 36 credits) for graduation. A highly-structured curriculum includes four years of English, three years of foreign language (Latin, German, French, Spanish, Russian), math, science, and social studies. Chinese was an additional language option in 1980-1981. College Skills Orientation, College Skills II, and Independent Research are unique requirements which provide training in reading techniques, writing, and college-level examinations. An all-school writing program stresses writing skills in every subject. All students take at least six and one-half subjects per semester, and very few have study halls. Homework averages two and one-half hours per night.

King students compete with other prep schools in an athletic program which stresses participation by all.

Music and art are also stressed. Twenty-one co-curricular clubs have been organized around student interests such as drama, science, languages, chess, and skiing. Individual and group counseling are important program components.

Introduction to College Expectations was added in 1980-1981.

During 1979, Rufus King became the first of three Wisconsin schools accepted into the International Baccalaureate (IB), a junior/senior year curriculum of university-level liberal arts studies. College-bound students who complete and pass the International Baccalaureate Program can gain admission to most American universities on the sophomore level. In 1979-1980, 11 students enrolled in the full IB Program. Fourteen elected one or more of IB's challenging electives in the liberal arts. Several new IB courses were added in 1980-1981, and 54 students participated in the IB Program. Their performance on the IB examinations, which are graded by experts in different countries, was exceptional. One student received the second "E" (Distinction) awarded in Higher Level History in the 45 participating countries since 1979. Another received an "E" in Subsidiary Math. Accelerated courses in English, math, science, social studies, and languages are offered for ninth- and tenth-grade students who are interested in entering the IB Program as juniors.

The College Bound Magnet attracts teachers and students who are stimulated by a challenging, intellectual atmosphere. In 1980-1981, the College Skills faculty developed skills materials and sponsored a career day for students. The Independent Study faculty developed requirements for a high-level computer course, art, music, and World Cultures. The foreign language lab provided accelerated study for French language students of high ability. The mathematics lab provided individual remediation and an accelerated program.

A city-wide parent planning committee meets at intervals to review curriculum offerings and building modifications.

ESAA Title VI funds of $140,471 supported four teachers (College Study Skills, Foreign Language Resource, Independent Studies, and Math Resource), three paraprofessional aides, equipment, supplies, and inservice training. Consultant services were not used.

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: RUFUS KING

PROGRAM: HIGH SCHOOL FOR THE COLLEGE BOUND

DATE	STUDENT ACTIVITY	SITE	REMARKS
November 1980	Started first MPS chapter of "El Circulo Espanol", Spanish Honor Society	King	Twenty-one students initiated.
	City-Wide Math Track Meet	North Division	Three King teams placed.
	Tournament of Champions Debate	State	Four teams debated.
February 1981	Senior student first place in art exhibit	Milwaukee Women's Club	
	Junior student awarded gold key and blue ribbon.	Milwaukee Art Museum	1981 Scholastic Honors Show
	National Merit Scholarship Tests		Two semi-finalists
March	National Latin Exam		Eight winners
	Custer Invitational Latin Contest	Custer	Six winners
	UW-M Latin Competition	UW-M	First place
	Yearbook award	UW-Whitewater	1980 yearbook
	Southeastern Wisconsin Science and Engineering Fair	Marquette University	Three awards
April	Delegations to model United Nations	UW-M	
	City Champions - Forensics Tournament	Milwaukee Tech	
	Senior student, first place, Associated Press Journalism Contest		

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: RUFUS KING

PROGRAM: HIGH SCHOOL FOR THE COLLEGE BOUND

DATE	STUDENT ACTIVITY	SITE	REMARKS
May 1981	National Honor Society, 32 members	King	
	Milwaukee County High School Theatre Festival	Performing Arts Center	"Godspell" selected
	Band, choir, and orchestra contests		Awards
	Women in History Week	King	School contest, "Who was that woman?"

ESAA TITLE VI FIELD TRIPS
1980 - 1981

MAGNET PROGRAM: ______________________

SCHOOL: Rufus King School for the Colleg Bound

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
9-24-80	Pabst Theatre	See "Cyrano"			X	22
9-28-80	Marquette University	Participate in workshop and see "Tartuffe"			X	20-30
9-30-80	A O Smith	Inform students about economics & occupational Opportunities in the private sector of our economy.			X	6
10- 7-80	Mount Mary College	Hear Cedric Messina, speak on "Interpretation of Hamlet"			X	44
10- 9-80	Field Museum in Chicago	Exhibit"the Great Bronze Age of China"			X	40
10-24-80	Wi State Music Conf-Madison	Promote interest and improve performance			X	12
10-24-80	Golden Rondelle, Racine	Lecture by Dr. Herbert Brown, Nobel Prize Winner in Chem.			X	15
10-29-80	El Sombrero	Visit Mexican restaurant			X	40
10-29-80	Milw. Public Museum	To study lifeways in East Africa			X	
10-28-80	El Sombrero/Oriental Theat	Acquaint students with culture and customs of those they are studying/particularly dance and food.			X	60
10-28-80	Victor Berger School	Provide music for Halloween parade.			X	55
10-29-80	Radio Station WNOV	Station Information & Learning Tour for AV Monitors			X	10
10-29-80	Green Bay Ave. School	Provide music for Halloween parade.			X	55
11- 5-80	Milwaukee Public Museum	Study lifeways in East Africa.			X	26
11-17-80	Green Bay Ave. School	Lecture/demonstration to several groups of Students to gain interest in King as academic and extra-curr. choice.			X	9
11-18-80	Rufus King - Room 10	To take Wisconsin Math League Test			X	30-50
11-21-80	El Sombrero Rest./Museum	To go for lunch and Museum after.			X	55
11-26-80	UWM Civic Center Conf.	An exercise in industrial relations			X	2
11-26-80	Plankinton Building	Perform at Grand Opening of Fund Raising Event "Sants"s Workshop" for Multiple Sclerosis Society.			X	85
11-26-80	UWM Library-Shakespeare Collection	To visit the Shakespeare Research Center, lecture on Othello and on editing Shakespeare by Prof. Turner			X	13
11-12-80	North Division H.S.	Math Track Competition			X	45
11-22-80	To Christmas Parade	To march in the annual downtown Christmas Parade and aid in publicizing Rufus King.			X	34
12- 5-80	Alverno College	To particpate in Fine Arts Festival			X	2
12- 8-80	China Palace & Museum	Lunch and visit Chinese exibition at Museum			X	5
12- 9-80	Chinese Restaurant/Museum	Sampling Chinese foodand visit chinese exhibition in Museum			X	25
12-10-80	Art Center/Jean-Paul Rest.	View Haitian art exhibit at Art Center and works of Toulouse-Lautrec to coincide with current studies			X	12
12-11-80	Green Bay Ave. School	Wrestling program at Green Bay Ave. School			X	4
12-16-80	Plankinton Building	Perform in annual holiday music program, and develop further performance capabilities of the choir.			X	60
12-16-80	Tendercare Day Care Center	Allow students to observe young children at day care center			X	20

ESAA TITLE VI FIELD TRIPS
1980 - 1981

MAGNET PROGRAM: ______________________ SCHOOL: Rufus King School for the College Bound

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
12-16-80	Milwaukee Public Museum	To study people of Latin America			X	21
12-17-80	Milwaukee Public Museum	To study people of Latin America			X	26
12-17-80	Capitol Court Shopping	To perform for the Holiday Festivities			X	60
12-17-80	Center					
12-17-80	Capitol Court	To perform for the Holiday Festivities			X	60
12-17-80	UWM	Visit Dr. Shaw, an inorganic chemist, to get info on Science Fair.			X	1
1- 8-81	UWM	Workshop for model United Nations			X	?
1-23-81	Slinger Wisconsin	Skiing at Little Switzerland			X	30
2-10-81	UWM Library	Research at the UWM Library			X	2
2-20-81	Edgewood College-Madison	Attend a swing choir clinic and contest.			X	54
2-20-81	Madison-State Capitol	Observe legislature in action. Talk to representatives.			X	30
2-16-80	Madison-State Capitol	Observe legislature in action. Talk to representatives.			X	30
3-3-81	Custer High School	Participate in the Invitational Latin Contest			X	20
3-6-81	Alverno College	Hear and see Peter Bume a Flamenco guitarist and Paula Reyes a Flamenco dance			X	50
3-11-81	Performing Arts Center	To view one play "A Streetcar Named Desire"			X	30
3-11-81	Chi-Chi	Visit a Mexican Restaurant			X	20
3-10-81	County Court House	Sit in on Milwaukee City Board of Supervisor's Meeting and tour county courts.			X	31
3-11-81	UWM-African-Hatian Art Center	To acquaint students with French African and Haitian Art			X	25
3-12-81	UWM	Participate in String Festival with Vincent, Custer, Marshall and Riverside			X	17
3-18-81	China Palace Restaurant	Visit Chinese Restaurant			X	4
3-20-81	UWM	Energy Education Seminar for selected students			X	9
3-25-81	Bavarian Inn	Cultural experience-Community involvement				
3-26-81	Madison-State Capitol	Acquaint students with operations of Wis. State Goven.			X	40
3-26-81	UWM Art History Galery/ Magic Pan	French African and Haitian Art/Ethnic luncheon			X	35
3-31-81	Magic Pan Restaurant	Observation/ French ambience within restaurant re: restaurant customs and vocabulary related.			X	10
4- 3-81	Golda Meir & Bel Air Nurs. Home	To perform as part of the magnet school concept.			X	110
4- 3-81	Museum & El Sombrero	Acquaint students with history and customs of language they are studying.			X	80
4- 9-81	County Court House	Participation in operation of county government - County Government Day			X	3

ESAA TITLE VI FIELD TRIPS
1980 - 1981

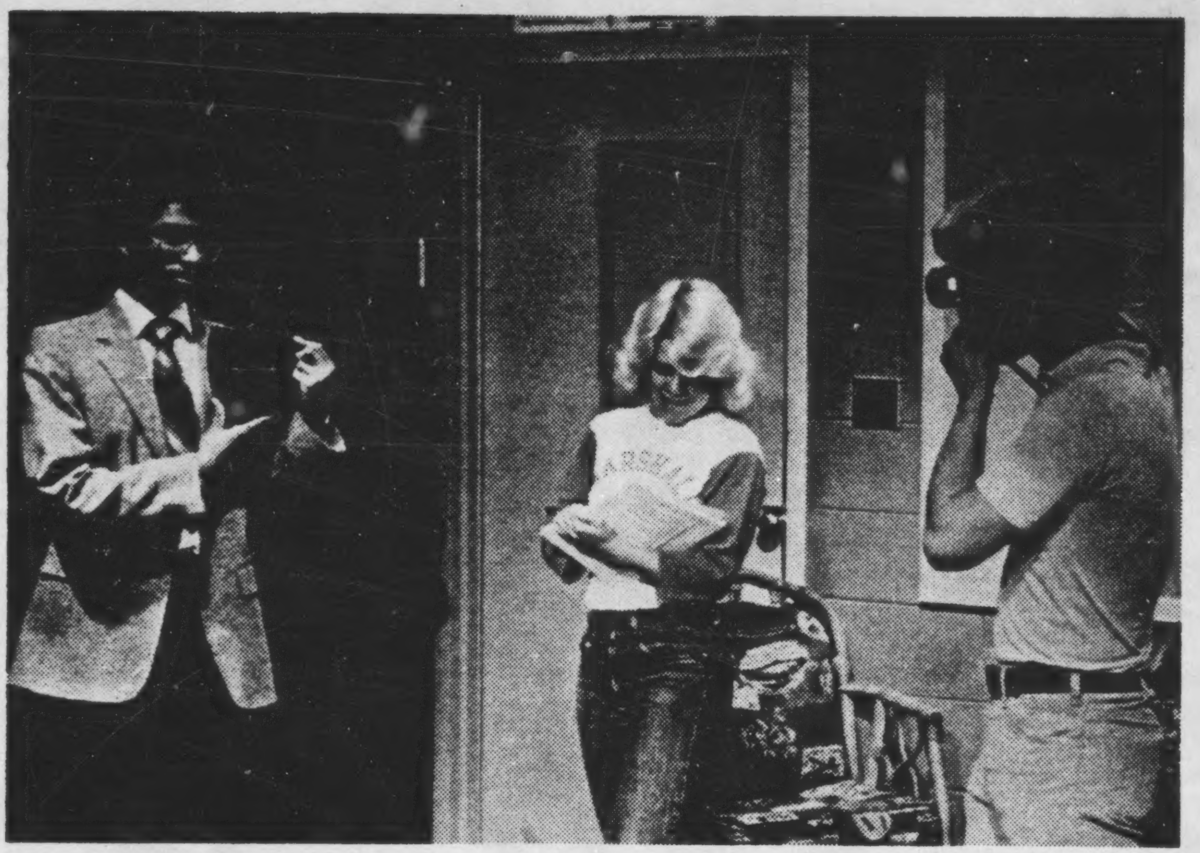
MAGNET PROGRAM: ______________________ SCHOOL: Rufus King School for the College Bound

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS K-2	3-6	7-9	10-12
4- 9-81 4-10-81	UW-Milw. Student Union	Model United Nations			X	16
4- 9-81	Museum & Restaurant	To visit the museum first and then the Spanish class will eat at El Matador and the Chinese class will eat at a chinese restaurant			X	30
4-10-81	UW Madison-College of Eng.	Students will attend an exposition at UW Madison - give students an opportunity to talk with individuals and see projects related to engineering, math, computer science			X	45
4-13-81	Chicago, Ill.	Sears Building, Shedd Aquarium and field Museum of Natural History			X	43
4-14-81	City Hall	Sit in on Common Council meeting and have tour of departments in City Hall			X	31
4-15-81	Marq. U, Art Center/ Marc Plaza	Tour of Marquettes Joan of Arc Chapel & Haitian Art followed by a French Luncheon Buffet at "LeBistro".			X	16
4-16-81	El Sombrero	Visit a mexican restaurant			X	40
4-29-81	Joan of Arc, Marq. U. Milw. Public Museum	To understand influence of France in the setting of WI.			X	25
4-30-81	24th Street School	To represent Rufus King at the Arbor Day observance			X	8
5-2-81	Whitewater, WI.	To compete at the State W.S.M.A contest			X	45
5- 5-81	UWM-Corner House	To meet with secretary at Corner House to gather infor. about their services for his research paper			X	1
5- 6-81	City Hall	Youth City Government Day			X	6
5- 6-81	UWM Fine Arts Theatre	To view production of Moliere's "Tartuffe"			X	30
5- 6-81	Browning & Green Bay Ave.	students a chance to perform and to provide entertainment for various schools that do not have groups of this type			X	21
5- 8-81	Custer H.S.	To perform for the parent convention			X	45
5-12-81	Milw. Eagles club	To perform at the Milw. Eagles club parent banquet			X	55
5-12-81	Atkinson Library	Intensive review for AP U.S. History exam			X	28
5-13-81	PAC	see a professional theatre staff perform for interested students			X	7
5-13-81	Madison, WI	View exhibits in civil war museum in Capitol Bldg - and those of State Historical Society			X	25
5-15-81	MECCA	View exhibits at International Science & Eng. Fair			X	130

ESAA TITLE VI FIELD TRIPS
1980 - 1981

MAGNET PROGRAM ____________________ SCHOOL: Rufus King School for the College Bound

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
5-19-81	Milw. Museum/ChiChi Rest.	Educational enrichment experience-see the Columbian Latin American Display and to sample fine Mexican food			X	35
5-20-81	Milw. Museum-Joan of Arc	Cultural enrichment-French influence in WI., French Architecture - 14th century			X	20
5-20-81	Magic Pan Restaurant	Sample French cuisine			X	14
5-21-81	Milw. Museum/ChiChi Rest.	Educational enrichment experience-To see the Columbian Latin American Display and to sample fine mexican food			X	35
5-21-81	Kletzsch Park	Milwaukee River water study			X	16
5-22-81	Chicago	Visit the Art Museum			X	40
5-23-81	Great America	Excursion for pleasure			X	70
5-28-81	Eagle, WI	Visit Old World Wisconsin-Background to Wld. Cultures			X	43
5-29-81	PAC	to acquaint students with different styles and techniques of stage lighting			X	10
5-29-81	PAC	to set up scenery, organize lighting and technically rehearse all the aspects of "Godspell" including costumes and props for our Sat. May 30 presentation			X	12
5-29-81	Chicago, Ill.	See the Museum of Science and Industry in Chicago			X	16
6- 2-81	GE Medical Systems Plant/ Great Lakes	To enable IB students to see the production of cat scanners and the research station for Lake Mich. studies			X	20



MARSHALL

COMMUNICATIONS and MEDIA

COMMUNICATIONS AND MEDIA - MARSHALL

Two special programs, Broadcasting and Journalism, comprise the Communications and Media Magnet which opened in Fall 1977 as a special program within Marshall High School for eleventh- and twelfth-grade students. In 1978, the program expanded to include Grades 9 and 10. In 1980-1981, 242 were enrolled, 188 in Broadcasting and 54 in Journalism.

Career specialty courses recommended as an introduction to Communications and Media are Careers in Media in Grade 9 and Issues in Media and Oral Communications in Grade 10.

Broadcasting

Broadcasting has two programs of study, Broadcasting and Broadcast Engineering. Broadcast requirements include Radio and Television Formatting and Radio and Television Production in Grade 11 and Broadcast Performance and Advanced Broadcasting at Grade 12. Broadcast Engineering requires Broadcast Electronics at Grade 12. Many classes are held in Marshall's radio and television studios. Professional stations are sites for field trips and off-campus training. Students broadcast a daily noon disc-jockey show at Marshall and the weekly news over WYMS, the Milwaukee Public Schools radio station. At least 12 students had hands-on experience at nine locations during the 1981 summer school session. Several students won awards at state broadcast competitions.

Career opportunities include director, engineer, producer, technician, newscaster, and camera operator.

Journalism

Personal Typing is recommended for ninth-grade Journalism students. Specialization begins in eleventh grade with Journalism Workshop which includes magazine, newspaper, and broadcast writing; public relations; advertising; and photojournalism, a darkroom for exclusive use of Journalism students, a need identified by the staff.

Advanced Journalism Workshop for Grade 12, which started in 1980-1981, provides ten three-week sessions of career field experience. Students spend ten hours per week with professionals at newspapers, advertising agencies, radio and television studios, and other sites. This independent study includes both observation and hands-on experience.

In addition to newspaper work, careers in Journalism include occupations such as advertising, magazine writing, television and radio reporting, public relations, and production of periodicals.

ESAA Title VI provided $99,293 to fund 3.4 teachers, equipment, supplies, inservice, and field trips for the Communications and Media Specialty.

ESAA TITLE VI MAGNET PROGRAM
OFF-CAMPUS EXPERIENCE, CAREER SPECIALTIES, 1980-1981

SCHOOL: MARSHALL

SPECIALTY: COMMUNICATIONS MEDIA

ORGANIZATION OR BUSINESS	TYPE OF EXPERIENCE	NUMBER OF STUDENTS	GRADE LEVEL(S)	DURATION OF EXPERIENCE (Number of days and periods per day)
WOKY	Radio surveying	4 B*	12	5 days x 2 periods
Channel 4	Observing TV operation	1 B*	12	" "
WYMS, WLPX, WQFM, WFMR, WLUM, WNOV	General radio station duties or PSA work & newsroom activities	9 B*	12	15 days x 2 periods
Channel 6	Observation	1 B*	12	5 days x 2 periods
Wisconsin Electric Power	PR Dept. - Observation & photography	1 J*	12	15 days x 2 periods
Wisconsin Gas Co.	PR Dept. - Observing & photography	1 J*	12	15 days x 2 periods
School Administration Bldg.	Transportation Dept. - Public Relations - produce PSA's	1 J*	12	25 days x 2 periods
WOKY, WQFM	Observing - newswriting	3 J*	12	10-15 days x 2 periods
Channel 6	Observing - newswriting	2 J*	12	5 days x 2 periods
Milwaukee Journal	Observing newsroom and photo desk	3 J*	12	15 days x 2 periods
Hoffman-York Adv.	Observing	1 J*	12	9 days x 2 periods
Cramer-Krasselt	Observing	1 J*	12	15 days x 2 periods
Vanderveen	Observing Photo studio	1 J*	12	5 days x 2 periods
Post Newspapers	Observing, writing, photo	3 J*	12	15 days x 2 periods
Bereker Studio	Observing Photo studio	1 J*	12	15 days x 2 periods

* B = Broadcasting
J = Journalism

ESAA TITLE VI MAGNET PROGRAM
OFF-CAMPUS EXPERIENCE, CAREER SPECIALTIES, 1980-1981

SCHOOL: MARSHALL

SPECIALTY: COMMUNICATIONS MEDIA

ORGANIZATION OR BUSINESS	TYPE OF EXPERIENCE	NUMBER OF STUDENTS	GRADE LEVEL(S)	DURATION OF EXPERIENCE (Number of days and periods per day)
School Administration Bldg.	Division of Relationships Observe PR operation	1 J*	12	10 days x 2 periods
	NOTE: It is anticipated that 12-14 students will be placed at nine separate locations for the 1981 summer school session			

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: MARSHALL

PROGRAM: COMMUNICATIONS CAREERS

DATE	STUDENT ACTIVITY	SITE	REMARKS
Oct.-Nov.	Advanced Broadcasting Class helped produce four one-hour videotapes for the 4 C's health project. The tapes are to be used in inservice training throughout Wisconsin.	School	Availability of color cameras would have enhanced the production.
Oct.	Four advanced broadcasting students acted as a remote crew to help produce a demonstration tape which was to be used by a non-school person to submit a project proposal to the Chrysler Corporation.	Community	As above
Oct.-Nov.	Journalism students interviewed various personalities including Rod Luck and Larry Sorenson. Adv. Journalism student spent a Saturday touring Milwaukee area with Rod Luck in Channel 12 helicopter. Journalism students wrote PSA's for WYMS and WTMJ for the Great American Smoke-Out. One student read two of the PSA's on WTMJ.		
Oct.-Nov.	Adv. Journalism Career Field Experience - student received high praise for work done at Cramer-Krasselt Adv. Agency. Letter sent to Superintendent. Adv. Journalism CFE student had his photograph published on front page of Milwaukee Journal Accent section.		
Dec. 3	Students videotaped press conference with Bob Barry. Combined talents of journalism and broadcasting, students used.	School	

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: MARSHALL

PROGRAM: COMMUNICATIONS CAREERS

DATE	STUDENT ACTIVITY	SITE	REMARKS
Jan. 13	Students in broadcasting audio & video taped Wilbur Wright Middle School SAP eighth graders who were visiting Marshall	School	
Feb. 3	John Barton of WZUU spoke to journalism class re: writing and producing radio spot announcements.	School	
Feb. 5	Audio-taped Twenty-first St. School's 300 pupil production "Broadway in Review"	North Division Auditorium	
Feb. 6	John Grozik from Marquette U. Media Dept. spoke to 9th graders about careers in industrial television	School	
Feb. 10	Ernie G. from WNOV videotaped during press conference with journalism students	School	
Feb. 12	Broadcasting students demonstrated studio & equipment for specialty information night.	School	
Feb. 16-17	Grade 9 students in Careers in Media classes tape one minute weather forecasts in broadcasting studios. Broadcasting students serve as engineers.	School	
Feb. 17-20	Broadcasting students taped sound portion of slide presentation for Marshall's science and industrial education classes.	School	

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: MARSHALL PROGRAM: COMMUNICATIONS CAREERS

DATE	STUDENT ACTIVITY	SITE	REMARKS
Feb. 19	Broadcasting students videotape Black History Week program in school auditorium	School	
Feb. 23-28	Students tape promotions for National Foreign Language Week via combined efforts of broadcasting students and foreign language students representing eight different languages.	School	
Feb. 25	Photojournalism and broadcasting students begin planning sound-slide presentations promoting MPS music programs and program at King Middle School.	School	
Feb. 25	Clint Fillinger, photographer for TV-6, talked to Grade 9 students about his career.	School	
Feb. 1-27	Broadcasting students enter contests sponsored by Radio Station WHA (Madison), the Wisconsin Audiovisual Ass'n., and the Wisconsin Electric Co.		
Mar. 1-May 22	Preparation and final judging of tapes for AD-II Club contest	Marshall	
Mar. 1-May 22	Arts for Children Project Contest to be judged in June	Mitchell Domes Milw. Co. Zoo Lakefront Palace Roller Rink Y.M.C.A.	
Mar. 13-19	Completed sound portion of slide shows for Marshall science department.	Marshall	

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: MARSHALL PROGRAM: COMMUNICATIONS CAREERS

DATE	STUDENT ACTIVITY	SITE	REMARKS
Mar. 25	Visit to broadcasting specialty by 30 students from Story School. All students produced an audio tape and were video taped.	Marshall	
Apr. 28	Speaker from Oracle Agency demonstrated how to produce demo tapes	Marshall	Advanced Broadcasting students
May	Field TV experience - using portable equipment in the community	Dunkin' Donuts Ruby Chevrolet Traverse Bay Fudge Elaine Powers College of Cosmotology	
May 1	Presentation of WHA Young People's Festival awards	Marshall	Four students won first place awards of $50.00
May 5	Neil Jaenort from Midland Video brought remote truck for demonstration	Marshall	
May 8	Bob Tesch spoke to Journalism students re: PR for MPS	Marshall	
May 11-15	Taping of interviews with local business people and media personalities	Marshall	
May 11-15	Video taped interviews with local media personalities: Ken Bell, O.C. White, Tony Russell, Mike Mai, Glen Rivers	Marshall	
May 12	Neil Rosenberg from the Milw. Journal spoke to Careers students on covering Cambodian refugees	Marshall	

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: MARSHALL PROGRAM: COMMUNICATIONS CAREERS

DATE	STUDENT ACTIVITY	SITE	REMARKS
May 14	Sylvia Dunnanant, a former journalism specialty student, spoke to journalism students about UW School of Journalism and her summer internship at Ebony Magazine	Marshall	
May 18	Began consultations with Milwaukee Symphony Orchestra's Promotions Director on using specialty students to publicize Youth Concerts	Marshall	
May 18-22	Video taped guest speaker using new color equipment	Marshall	
May 18-22	Video taped presentations from DECA classrooms	Marshall	
May 20	Bill Prentiss spoke to Careers class on PR for MacDonald's	Marshall	
May 26-28-29	Taped interviews from Careers in Media classes	Marshall	
May 28	Color video taping 21st St. School dedication ceremony	Marshall	
June 2	Work on video taping of project from Robinson Middle School	Marshall	
All Semester Daily	Audio taped all Marshall morning PA announcements	Marshall	

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: MARSHALL PROGRAM: COMMUNICATIONS CAREERS

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
10/23/80	Chicago, Illinois	To visit two unique TV/Broadcasting schools. The programs available at the Art Institute of Chicago and the DeVry Institute cannot be found anywhere else in the Midwest.				25
11/06/80	Cramer-Krasselt Advertising and the Milw. Journal	To visit an advertising agency and a daily metropolitan newspaper				20
11/11/80	Red Carpet Hotel	Participate in a Cable TV and Education Conference sponsored by the Warner Amex Corp.				5
11/12-13-14/80	Radio Stations WYMS, WLPX, and WLUM	To visit commercial and public radio stations and meet with individuals engaged in broadcasting careers				60
11/13/80	Sorgel-Lee-Riordan Advertising	To visit an advertising/TV production agency and meet with individuals engaged in Media Careers				20
11/19/80	Channels 10/36	To visit a public television station and participate in a presentation by the staff of the Children in the Arts video project.				40
12/12/80	Sorgel-Lee-Riordan	To meeting with advertising agency staff re: the creating of an ad campaign.				13
2/9-2/27	Radio Stations WNOW, WQFM, & WBCS	To visit commercial radio stations and meet with individuals engaged in broadcasting careers				70
2/12	Select Sound, Inc.	To tour an AV/broadcasting supplier and view a unique collection of microphones				20
2/26	Police Academy	To tour AV production facility and meet with law enforcement officers who are also media production specialists.				20

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: MARSHALL

PROGRAM: COMMUNICATIONS CAREERS

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
3/18-19	Channel 6	To visit a commercial TV station and meet with individuals engaged in broadcasting careers				40
3/24	Medical College of Wisc.	To visit medical school AV/Broadcast facility				20
3/24	ITVA Workshop	To permit journalism students to attend a script writing workshop				2
3/26	Gimbels-Downtown	To visit industrial/business AV production facility				20
4/27-29	Channels 6, 12 and 18	To visit a commercial television station				50
4/29	Banenas Recording Studio	To visit a commercial tape/recording recording studio				20
4/30-5/4	Channels 4, 6, 12 and 18	To visit commercial television stations				60
5/4	Northwestern Mutual Life	To visit a company AV/TV production facility				56
5/5	Channel 18	To visit a commercial television station				22
5/19	Horicon Marsh	Visit outdoor area to practice photo-journalism skills and learn about the world of the outdoor writer				8
5/27	U.W.- Madison	To tour university radio/TV station, School of Mass Communication and School of Journalism to learn about college level programs in broadcasting and journalism				78

ESAA TITLE VI MAGNET PROGRAM
INSERVICE TRAINING, 1980-1981

SCHOOL: MARSHALL

PROGRAM: COMMUNICATIONS CAREERS

DATE	SUBJECT COVERED	NUMBER OF PARTICIPANTS	CONSULTANT(S)
4/20-21-22	Curriculum writing for broadcasting Career field experiences	2	Norman Monsees from Hamilton H. S. is writing and acting as a consultant
5/9 & 5/16	Curriculum writing for Broadcast Electronics	2	
5/16	Curriculum writing to develop instrument to create better communications with incoming new students	2	
6/16-17	Finish curriculum writing for Broadcast Electronics	2	As above

ESAA TITLE VI MAGNET PROGRAM
TECHNICAL ADVISORY COMMITTEE, 1980-1981

SCHOOL: MARSHALL

PROGRAM: COMMUNICATIONS AND MEDIA - BROADCASTING

COORDINATOR: ALAN TOUSSAINT

NAME Last First	TITLE	ORGANIZATION
Tiedge, Dr. James		College of Speech, Marquette University
Hill, Dr. Ruane		Department of Mass Communication, University of Wisconsin-Milwaukee
Baule, David		WMVS-TV, M.A.T.C.
Zimmermann, Carl		WITI-TV
Jones, Doug		WNOV Radio Station
Bandy, Larry		WAWA Radio Station
Lambert, Tom		WISN Radio Station
Metzger, Don		Don Metzger, Inc., Public Relations
Herbst, Richard		Wisconsin Broadcasters Association and WTMJ-TV
Robinson, Lois		Wisconsin Friends of Public Broadcasting
Clare, E. Walter		International Brotherhood of Electrical Workers, Local 715
Chong, Joy		St. Francis Hospital
George, Clifford		Marshall
Kaye, Thomas		Marshall
Toussaint, Alan		Marshall
Huley, Milan		Marshall
Holmes, John		Marshall
Diliberti, Joseph		Department of Instructional Resources
Suchy, Dr. Robert		Department of Instructional Resources
McIntyre, Dr. Calvin	Career Education Supervisor	Department of Elementary and Secondary Education

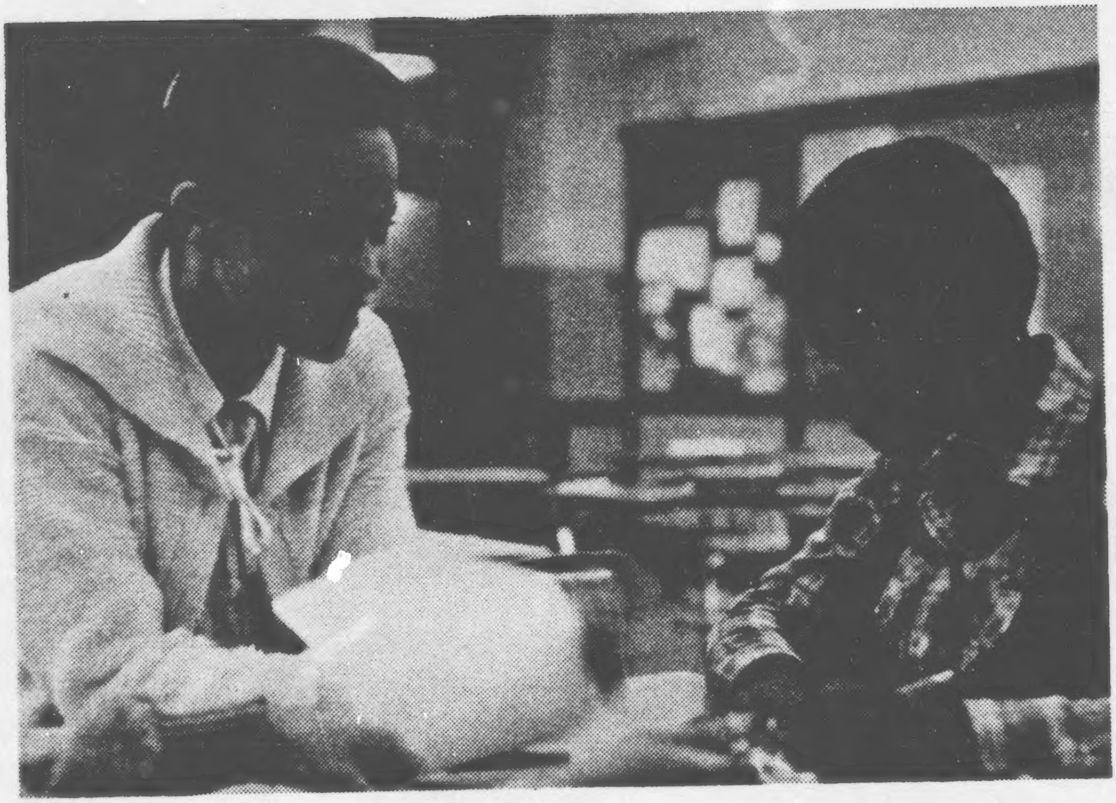
ESAA TITLE VI MAGNET PROGRAM
TECHNICAL ADVISORY COMMITTEE, 1980-1981

SCHOOL: MARSHALL

PROGRAM: COMMUNICATIONS AND MEDIA - JOURNALISM

COORDINATOR: ALAN TOUSSAINT

NAME Last First	TITLE	ORGANIZATION
Blomgren, Harry		Cramer-Krasselt Advertising Agency
Bovee, Warren		College of Journalism, Marquette University
Curtis, Al		Post Newspapers
Leonard, Richard		The Milwaukee Journal
Nelson, Max		The Milwaukee Sentinel
Skeen, Lynn		Zigman-Joseph-Skeen Public Relations
Panlener, Ann		Mount Mary College
Thomas, Pat		Community Journal
George, Clifford		Marshall
Holmes, John	Specialty Teacher	Marshall
Leys, Marilyn	Journalism Teacher	Marshall
Toussaint, Alan	Career Specialty Implementor	Marshall
Karls, Jack		Department of Elementary and Secondary Education
McIntyre, Dr. Calvin	Career Education Supervisor	Department of Elementary and Secondary Education



RIVERSIDE

COMMUNITY HUMAN RESOURCES

COMMUNITY HUMAN SERVICES - RIVERSIDE

The Community Human Services Magnet started at Riverside High School in 1977 as an expansion of its experimental senior internship program with service agencies. It is the first such program in the nation. The goal is to prepare students for advanced training or entry-level jobs in the helping professions including social services, health services, education, and government.

One hundred and seven, including nine part-time students, were enrolled in 1980-1981.

Community Human Services is a four-year program. Required specialty courses include Survey of Careers in Human Service, Families in Urban Life, and Families in Crisis in Grade 10; Applied Psychology and Developmental Psychology in Grade 11; and Human Services Seminar and Internship or Family Services and Community Services courses in Grade 12. The internship provides on-the-job experience for three hours per day, four days per week, at local agencies such as City Hall, UW-M Day Care Center, YWCA, and Wisconsin Job Service. Oral and written reports and research are included in course work. Instruction is individualized to accommodate students' plans for post-high school jobs or continuing education. A resource center serves students and staff.

Local agencies, colleges, civic officials, and parents are involved in curriculum development.

Many professionals from education, health, and welfare agencies lecture to classes during the year. Career opportunities in the helping professions range from teacher to medical social worker to anthropologist to child care aide.

In 1979-1980, a former home economics room was converted to a community laboratory for simulation of human services for juniors in preparation for on-the-job training in their senior year. The room has kitchen facilities for practice with children and the elderly in simulating child care and nursing home experience. In 1980-1981, Family and Community Service courses were initiated as part of the home economics related occupations. The teacher was named the Wisconsin Home Economics Teacher of the Year in March. In 1981-1982, on-the-job training will be an option for twelfth-grade students.

In 1980-1981, program students planned and convened the second one-day conference on school human relations at the University of Wisconsin-Milwaukee.

A new junior-year elective, Contemporary Social Problems, was developed in 1981 and will be offered in 1982.

ESAA Title VI provided $122,904 for four teachers, curriculum writing, equipment, supplies, field trips, and consultants.

ESAA TITLE VI MAGNET PROGRAM
OFF-CAMPUS EXPERIENCE, CAREER SPECIALTIES, 1980-1981

SCHOOL: RIVERSIDE SPECIALTY: HUMAN SERVICES CAREER

ORGANIZATION OR BUSINESS	TYPE OF EXPERIENCE	NUMBER OF STUDENTS	GRADE LEVEL(S)	DURATION OF EXPERIENCE (Number of days and periods per day)
Central City Churches	Social Involvement	1	12	3 hrs per day/4 days wk
Educare - King Lutheran Church	Day Care Center	1	12	3 hrs per day/4 days wk
Plymouth Church	Day Care Center	1	12	3 hrs per day/4 days wk
U.W.M. Day Care Center	Day Care Center	1	12	3 hrs per day/4 days wk
Children's Outing Association	Day Care Center	1	12	3 hrs per day/4 days wk
Silver Spring Community Center	Peer Counseling & Teen Age Organization	1	12	3 hrs per day/4 days wk
Harambee Health Center	Nurses Aide	1	12	3 hrs per day/4 days wk
Students assigned to Ex. Ed. at Riverside as a partial off-campus experience - outside of regular program				
Riverside Ex. Ed. Dept.	Teacher Aides	3	12	Each 3 hrs per day/ 4 days per wk

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: RIVERSIDE

PROGRAM: HUMAN SERVICES CAREER

DATE	STUDENT ACTIVITY	SITE	REMARKS
11/80	Kenwood Converence	**U.W.M.**	School sponsored symposium on School Human Relations. Representatives of specialty functioned as student leaders in 6 different study groups.
	Teacher Aides	Riverside	Junior students replace study hall time with activities as assistants to teachers of Exceptional Ed. Department.
	Peer Counseling	Riverside	Junior students are involved in a sensititation series in inform general student body of need to have Exceptional Ed. students mainstreamed.
2/81	Sensitization Program	Riverside	Planning for March involvement
4/81	Sensitization Program	Riverside	Instructing 9th graders as to need for mainstreaming of Ex-Ed students.
	Kenwood Conference	U.W.M.	See above -- second session
4/81	Peer Counseling Training	Riverside	Initiation of a Peer Counseling training program to go into effect Sept. 1981

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: RIVERSIDE

PROGRAM: HUMAN SERVICES CAREER

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
10/29/80	City of Milwaukee	To acquaint students with relationship of housing to industry and to city planning, etc.				70
2/81 - 4/82		No field trips in this report period on a formal basis. Individual students have been sent out on exploratory fact finding missions				40

ESAA TITLE VI MAGNET PROGRAM
INSERVICE TRAINING, 1980-1981

SCHOOL: RIVERSIDE

PROGRAM: HUMAN SERVICES CAREER

DATE	SUBJECT COVERED	NUMBER OF PARTICIPANTS	CONSULTANT(S)
11/22/80	Consumer Economics	4	1-Dr. Mark Schug U.W.M.
12/13/80	Causes of Mental Retardation and Recognition Factors	4	1-Jane Empey, MPS, Ex. Ed. Dept.
1/17/81	Exceptional Education Student Treatment	4	1-Angeline Bottoni, MPS, Ex. Ed. Dept.
3/15/81	Exceptional Education Vocational Training	4	1-Alice Kudlata, MPS Career Training Supervisor

ESAA TITLE VI MAGNET PROGRAM
TECHNICAL ADVISORY COMMITTEE, 1980-1981

SCHOOL: RIVERSIDE

PROGRAM: COMMUNITY HUMAN SERVICES

COORDINATOR: SIDNEY PALAY

NAME		TITLE	ORGANIZATION
Last	First		
COMMUNITY:			
Haberman	Martin	Chairman	UW-M - Division of Urban Outreach
Paulsen	Belden	Chairman	UW-M - Center for Community Development
Rose	Harold		UW-M - Urban Affairs and Urban Geography
EDUCATIONAL FIELD:			
Callaway	Roland	Professor of Curriculum and Instruction	UW-M - Associate Dean-School of Education
Harris	Ian	Professor - Community Education	UW-M - School of Education
Waller	Suzanne	Professor	UW-M - Educational Psychology
SOCIAL WELFARE FIELD:			
Haeuser	Adrienne	Professor	UW-M - School of Social Welfare
Scheurell	Robert	Professor	UW-M - School of Social Welfare
PARA-PROFESSIONAL TRAINING:			
Magestro	Patricia	Chairperson-Educational Department	Cardinal Stritch College
Samuels	Frank	Dean - School of Social Service	MATC
INDUSTRIAL:			
Buchman	Richard	Manager - Urban Affairs	Allis Chalmers
Jacobs	Robert	Director - Personal Relations	Miller Brewing
LABOR:			
Robison	Joe	Director	AFSCME District Council 48

ESAA TITLE VI MAGNET PROGRAM
TECHNICAL ADVISORY COMMITTEE, 1980-1981

SCHOOL: RIVERSIDE

PROGRAM: COMMUNITY HUMAN SERVICES (Cont'd.)

COORDINATOR: SIDNEY PALAY

NAME		TITLE	ORGANIZATION
Last	First		
AGENCY REPRESENTATION:			
Olson	Edward	Assistant Director	Community Relations (SDC)
Taylor	Delores	Vice-President, Research-Planning, Budgeting	United Way of Milwaukee, I
Scott	Wesley	Executive Director	Milwaukee Urban League
GOVERNMENTAL REPRESENTATION:			
Berge	Gerald	Director - Division of Community Service	Department of Health & Social Services, State of Wisconsin, Milwaukee Office
Erdtmann	Ralph	Director of Personnel	Milwaukee County Department of Public Welfare

WASHINGTON

COMPUTER DATA PROCESSING

COMPUTER DATA PROCESSING - WASHINGTON

Computer Data Processing, which was developed at Washington High School in 1976-1977 as one of the first specialty programs, provides training for a variety of career opportunities. It is equipped with two computer systems, 17 terminals, 19 data entry training stations, and six micro-computers. Milwaukee businesses and industries lend support and expertise to program development and operation.

ESAA Title VI funded the Field Technician Component from 1978 to 1980. In 1980-1981, this assistance was expanded to three new components: an Extended Day Program, extension of the Small Business Component, and establishment of a Computer-Assisted Instruction Component. There were 312 grade ten through twelve students enrolled in 1980-1981 in one of four program options: data processing for post-graduation college, technical school, or employment; or data entry for post-graduation employment. Of the 312 students, 78 were part-time and 234 full-time.

Specialty courses include Introduction to Computers and Data Processing, Computer Applications in Business and Industry 1 and 2, Advanced Computer Programming, Small Business Computers 1 and 2, Computer Applications in Business and Industry Internship, Data Entry Training, Computer Data Processing Service Bureau, and Data Entry Internship.

In 1980-1981, federal assistance contributed to the following program components:

1) Field Technician Component, revision of curriculum for training in servicing and maintaining computer equipment

2) Extended Day Program, which enables students to use the computer lab after school hours

3) Extension of the Small Business Component, which provides cooperation between Washington's specialty and Magnet specialties at South Division, Vincent, and Pulaski High Schools

4) Computer-Assisted Instruction Component, initiating a system to provide computer interaction with mainstream courses at Washington High School. Both academic and guidance programs will be available on computer terminals.

ESAA Title VI awarded the program $114,572 for two teaching positions, one half-time paraprofessional aide, equipment, supplies, consultants, terminal rentals, and license fees.

ESAA TITLE VI MAGNET PROGRAM
OFF-CAMPUS EXPERIENCE, CAREER SPECIALTIES, 1980-1981

SCHOOL: WASHINGTON HIGH SCHOOL

SPECIALTY: COMPUTER DATA PROCESSING

ORGANIZATION OR BUSINESS	TYPE OF EXPERIENCE	NUMBER OF STUDENTS	GRADE LEVEL(S)	DURATION OF EXPERIENCE (Number of days and periods per day)
UW-Whitewater	Field trip to give students overview of college life and computer related opportunities available.	30	9-12	1 day
Northwestern Mutual Life Insurance	Field experience to expose students to the role of computers in an insurance business, and to explore career options.	7	11-12	6 days, 5 periods/day at weekly intervals
UW-Stout sponsored by A.O. Smith Data Systems Division	Computer Programming Contest and Applied Mathematics Conference	4	10(2) 11(1) 12(1)	3 days and 2 nights consecutive
Science Service, Inc.	Tour displays at MECCA for the International Science and Engineering Fair	35	10-12	4 periods
Milwaukee Public Schools - Data Processing Division	Tour and discussion of career opportunities	15 each visit (60 total)	9-12	2 periods (4 visits)
Camp Enterprise	Explore the free enterprise system with Milwaukee area corporate executives.	2	11	4 days and 3 nights
Milwaukee County Stadium	Overview of scoreboard's computerized features	15	9-12	4 periods
A.O. Smith - Data Systems Division facilities	Tour and discussion of career opportunities	10	10-12	5 periods

--We also host numerous tours for students and adults, with a focus dependent upon their particular needs and interests.

--Over 200 adults used facilities for inservice beyond the regular school day.

ESAA TITLE VI MAGNET PROGRAM
INSERVICE TRAINING, 1980-1981

SCHOOL: WASHINGTON HIGH SCHOOL

PROGRAM: COMPUTER DATA PROCESSING

DATE	SUBJECT COVERED		NUMBER OF PARTICIPANTS	CONSULTANT(S)
9/80-1/81	Computer Programming and Systems Analysis	Dennis Lypek (full time)		Northwestern Mutual Life Insurance Co.
2/81-6/81	Computer Programming and Systems Analysis	Ann Bretzke (full time)		J. C. Penney Co.
2/81-6/81	IBM 5/34 Operation and Programming	Freda Bell (.2)		N/A

ESAA TITLE VI MAGNET PROGRAM
TECHNICAL ADVISORY COMMITTEE, 1980-1981

SCHOOL: WASHINGTON HIGH SCHOOL **PROGRAM:** COMPUTER DATA PROCESSING

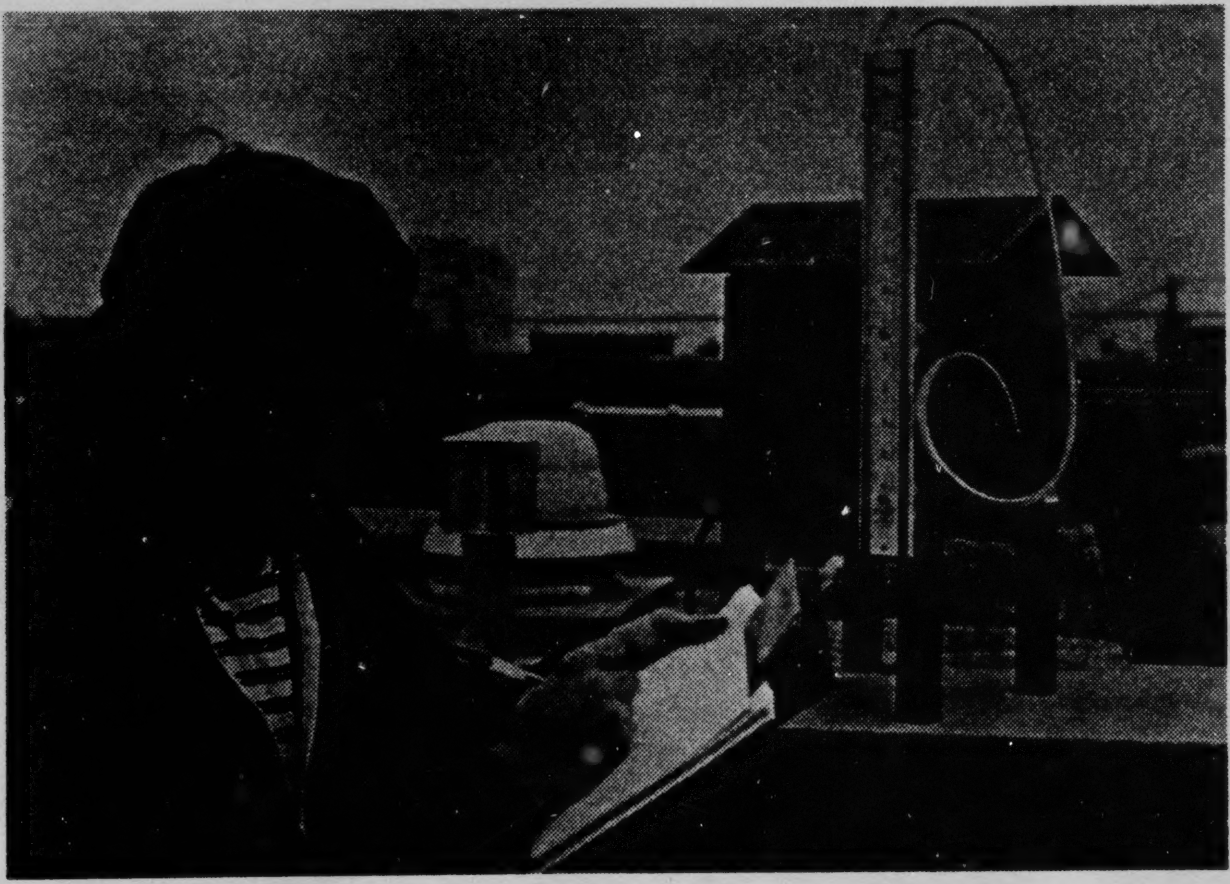
COORDINATOR: Robert Nelson

NAME Last	First	TITLE	ORGANIZATION
Bergman	Richard	Director	Data Processing Milwaukee Public Schools
Brandl	Jerome	Principal	Washington High School Milwaukee Public Schools
Brown	Alan	General Manager	Data Systems Division A.O. Smith Corporation
Culp	Mel	Manager	Systems Services Allis-Chalmers Power Systems
Girard	Philip	Systems Manager	J.C. Penney Company
Groeschell	Charles	Vice President Ret.	Northwestern Mutual Life Insurance Co.
Hynek	Melvin	Curriculum Specialist	Department of Elementary and Secondary Education-Business Milwaukee Public Schools
Kepner	Henry	Professor	Department of Curriculum and Instruction - University of Wisconsin-Milwaukee
Knopp	John	President	Automated Systems Management
Lyndahl	Don	Instructor	Data Processing Milwaukee Area Technical College
McDowell	James	Manager	Personnel Services Eaton/Cutler Hammer
Nelson	Robert	Program Implementor	Washington High School Milwaukee Public Schools
O'Connor	Vincent	Curriculum Specialist	Department of Elementary and Secondary Education-Math Milwaukee Public Schools
Roska	Robert	Assistant Director	Data Processing - Northwestern Mutual Life Insurance Co.
Schloesser	Eugene	Manager	Systems and Administrative Services - Nordberg Machinery Group, Rexnord
Smith	Spencer	Assistant Vice-President	Systems Planning - Northwestern National Insurance Co.
Wysocki	Robert	Professor	University of Wisconsin-Whitewater

7

MADISON

ENERGY and ENVIRONMENT



ENERGY AND ENVIRONMENT - MADISON

The Energy and Environment Specialty was launched at Madison High School in 1978-1979 with Magnet support, continued independently the following year, and was expanded as a magnet in 1980-1981. There were 83 students enrolled in 1980-1981, 79 full-time and four part-time.

Global problems in meeting expanding energy needs with diminishing resources and in maintaining environments which will nourish human life have increased career opportunities in several sciences. Continuing education beyond high school is recommended in preparation for work in fields as diverse as pollution control, aerospace, urban planning, mining, etc. The following courses are offered:

Required Courses

- Earth Science
- Energy Issues
- Ecology of the City
- Environmental Science
- Cartography
- Environmental Analysis

Elective Courses

- Space Science
- Atmospheric Science
- Marine Science
- Environmental Design
- Environmentalism/Environmental Law
- Urban Planning
- Environmental Sportsperson
- Writers in the Environment

The specialty co-sponsored an Energy Education Day at the University of Wisconsin-Milwaukee in March, along with local energy-related industries and schools. Three nationally-known experts spoke prior to a series of 12 workshops on topics ranging from solar energy to the electric car.

Magnet funds supported the leasing of equipment not available to any other high school in the state: a weather teletype connected with the National Weather Service and NAFAX, a facsmile weather map machine which produces satellite pictures, and weather maps. Magnet monies also financed one teacher, two paraprofessionals, consultants, field trips, and curriculum writing. The total Magnet budget was $67,148.

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: **MADISON**

PROGRAM: **ENERGY AND ENVIRONMENT**

DATE	STUDENT ACTIVITY	SITE	REMARKS
3/20/81	Energy Education Day	UWM	Sixteen schools were in attendance (260 students, 25 adults). Outside speakers and workshops highlighted a day on energy.

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: MADISON

PROGRAM: ENERGY AND ENVIRONMENT

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
10/8/80	Downtown Milwaukee	Field map portions of downtown as a part of a unit on land use, Ecology of the City				25
10/9	Scuppernong Hiking Trail	Cartography class, compass and distance work				20
10/23	2034 North 28th Street	Study the "Small is Beautiful Energy House", Energy Issues class				20
11/6	Americology; Wisconsin Electric Power Company, Oak Creek; Wisconsin Gas Company	Study waste preparation for Oak Creek Power Plant at Americology; study the making of electric power at Oak Creek, Energy Issues class; conservation house, customer service center				20
11/25	Dretzka Park	Cartography class, map techniques				20
2/18/81	County Courthouse	Vist courthouse to see governmental functions				25
	County Museum	Study Milwaukee history				"
2/27	Chicago	Marine study at Shedd Aquarium, planetarium study at Adler for space science				39
3/26	WTMJ	Atmospheric science, study weather station				12
4/15	Oak Creek	Study electric power generation				20
	Downtown	Study gas company methods				"
5/13	Great Lakes Research Center, Iroquois	Study how the lake is a body similar to the ocean				15
5/14	Wehr Nature Center	Study ecosystems that correspond with the literature				50
5/19	Jones Island	Study of the Sewerage Treatment Plant				35
5/29	Lakefront	Study of harbor facilities and Jones Island area				25

ESAA TITLE VI MAGNET PROGRAM
INSERVICE TRAINING, 1980-1981

SCHOOL: MADISON

PROGRAM: ENERGY AND ENVIRONMENT

DATE	SUBJECT COVERED	NUMBER OF PARTICIPANTS	CONSULTANT(S)
October 1980	Energy Practitioner's Conference	Implementor attended.	Excellent opportunity to exchange energy information and develop plans (was invited)
5/1/81 to 5/5	National Association for Environmental Education Conference	"	Valuable experience in making contacts and idea development

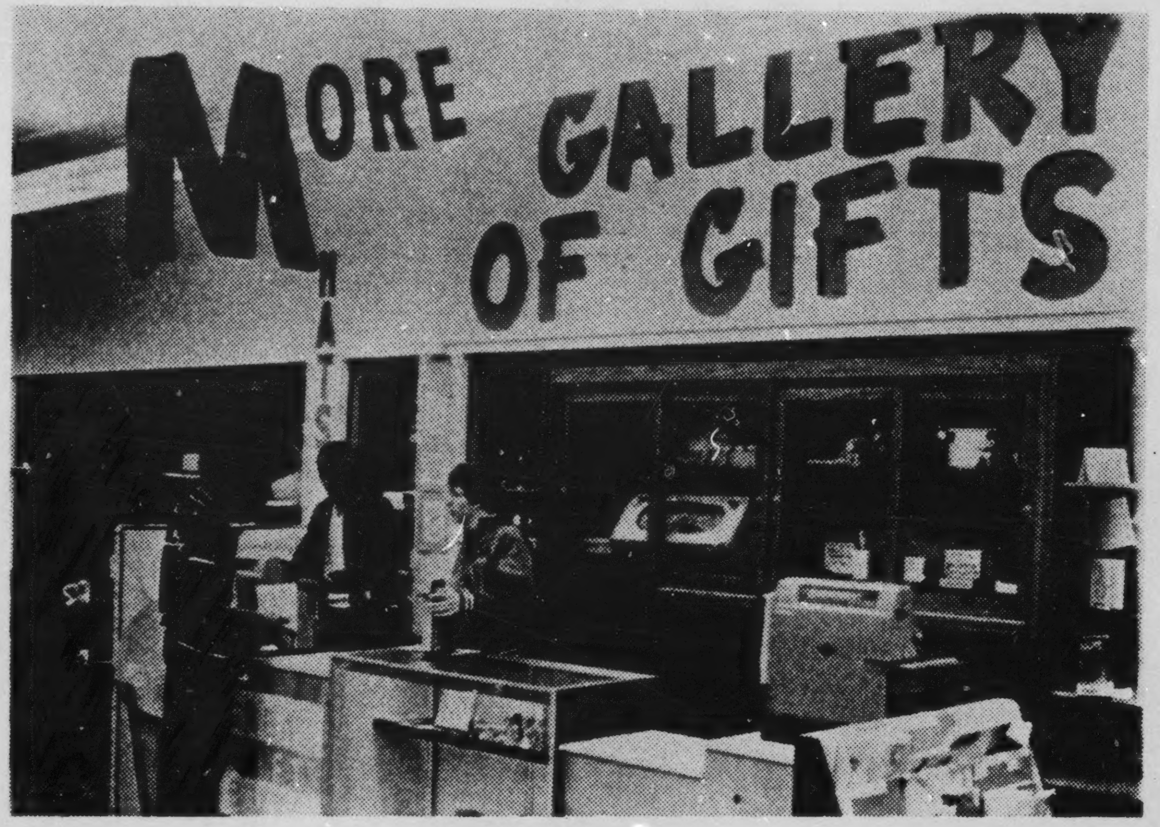
ESAA TITLE VI MAGNET PROGRAM
TECHNICAL ADVISORY COMMITTEE, 1980-1981

SCHOOL: MADISON PROGRAM: ENERGY AND ENVIRONMENT

COORDINATOR: ALLAN HIDA

NAME Last First	TITLE	ORGANIZATION
Gentry, William	Manager, Technological Planning	Johnson Controls, Inc.
Kavanaugh, Tom	Engineer	Square-D Company
Kupfer, George	Superintendent	Milwaukee Health Department
Lundgren, Jon	Supervisor, Community Relations	Wisconsin Electric Power Company
Lustig, Al	Instructor	Milwaukee Area Technical College
Martin, Darrell	Operator Manager	Envirex
Noeske, Nancy	Director of Community Relations	Wisconsin Electric Power Company
Rubin, Bruce	Chief Land Planner	Southeast Wisconsin Regional Planning Commission
Zien, Burt	President	Zien Heating & Plumbing Inc.
3 student members and 4 staff members		

300


MORE
GALLERY OF GIFTS
HATS

JUNEAU

FINANCE AND SMALL BUSINESS

FINANCE AND SMALL BUSINESS - JUNEAU

The Finance and Small Business Specialty was introduced in Spring 1977 at Juneau High School with Banking Services and Insurance. Small Business Management started in September 1977, and Real Estate was added in September 1980.

1980-1981 was the program's initial year as an ESAA Title VI Magnet school. Federal funds of $142,499 supported four teachers and two paraprofessional aides, inservice, curriculum writing, consultants, field trips, equipment and supplies, and computer rental. The program served 120 students. Urban Citizenship is recommended as a freshman preparatory course. Survey of Business Careers is a tenth-grade requirement for all specialty students and covers the four inter-related sub-specialties. Insurance was not offered in 1980-1981 because of low enrollment.

Small Business Management

Enrollment = 20

The Grade 11-12 course is named Small Business Management. Students learn to operate a business by taking responsibility for their own gift shop, "Small But More". They manage the buying, selling, and finances. The store is stocked with plants, gifts, cards, cosmetics, and T-shirts imprinted by the students. The T-shirts are sold to other schools at wholesale. Banking classes deposit the funds and report on the store's profits at an annual stockholder's meeting. Seniors preparing for job entry must enroll in Distributive Education courses, which provide on-the-job training. Seniors preparing for college entrance enroll in Small Business Management Seminar.

Banking

Enrollment = 20

The Banking Specialty is equipped with computers and other machines for use with deposits, bank balances, and signature cards. Financial Institutions and Business Organization and Management are Grade 11 requirements. Job-entry students must also take Banking Services. In these courses, they learn to operate encoding machines, teller terminals, proof machines, and to use checkbooks, taking the roles of customers as well as employees. They have hands-on field experience at Milwaukee banks for specified training periods.

Profits from banking services provided to the Small Business Management gift shop are used for a class sunshine fund.

Real Estate

Enrollment = 20

Real Estate: A Space for You initiated the sub-specialty in 1980-1981 for Grade 11. The course covers considerations of lifestyle, financial and legal rights and responsibilities, upkeep and design for rental, and home ownership. It also explores careers in real estate in the areas of finance, law, property management, building trades, land development, remodeling, and home design.

With the help of the Milwaukee Board of Realtors, plans are progressing for a senior year work/study program in local real estate settings.

During the first year, each project student designed a dream house and had several opportunities for field trips to see builders, appraisers, real estate sales persons, and projects such as home rehabilitation.

ESAA TITLE VI MAGNET PROGRAM
OFF-CAMPUS EXPERIENCE, CAREER SPECIALTIES, 1980-1981

SCHOOL: JUNEAU **SPECIALTY:** BANKING

ORGANIZATION OR BUSINESS	TYPE OF EXPERIENCE	NUMBER OF STUDENTS	GRADE LEVEL(S)	DURATION OF EXPERIENCE (Number of days and periods per day)
First Savings of Wisconsin	Field experience*	2	11-12	15 days, 2 hrs per day
First Bank-Midland	"	2	12	"
Independence Bank, Wauwatosa	"	1	"	"
Bank of Commerce	"	2	11	" and 5 days, 2 hrs per day
Milwaukee County Bank	"	2	"	15 days, 2 hrs per day
First Wisconsin National Bank	"	3	11-12	"
	*Observation and hands-on as teller, proof machine operator, customer service, mortgage service, data processing department, currency vault attendant, and others			

ESAA TITLE VI MAGNET PROGRAM
OFF-CAMPUS EXPERIENCE, CAREER SPECIALTIES, 1980-1981

SCHOOL: JUNEAU **SPECIALTY:** REAL ESTATE

ORGANIZATION OR BUSINESS	TYPE OF EXPERIENCE	NUMBER OF STUDENTS	GRADE LEVEL(S)	DURATION OF EXPERIENCE (Number of days and periods per day)
Handicapped home	Observation of design specifications	4	11-12	One-half day
Dennis Russell, Appraiser	Shadow and simulation	3	"	"
Chicago Title	Tour and simulation of title policy work	2	"	"
Juneau Village	Tour and shadow of maintenance, property management	3	"	"
Wimmer-Blatter	Tour and simulation of home construction	3	"	"
Rehability of homes (Milwaukee County)	Tour and compare "before and after" projects	3	"	"
Stevens Curley Investment Group	Talks, tour of entire investment process	6	"	"
Brust Zimmerman, Architect	Office tour and review of projects	5	"	"
Security Savings	Familiarity with downtown and branch offices	2	"	"
Merrill-Lynch-Robedeaux	Sales meeting, home tours, and realtor shadowing	2	"	"
Century 21, Cambridge Realty	"	4	"	"
Widman Realty	Small investment case, study and field analysis	4	"	"

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: JUNEAU

PROGRAM: FINANCE AND BUSINESS

DATE	STUDENT ACTIVITY	SITE	REMARKS
October 1980	Several students tried out for the DECA Fashion Show.	MATC	Excellent response and support from classmates
"	Students are now investigating fund raising and applying markup procedures used in class.	Juneau	Students are able to put into practice what is learned in class.
"	Students have produced home-made lamps, tables, speakers, and miscellaneous household items useful in first rental.	"	
"	Students have been working on the ten-key adding machine, teller terminal, CRT, cashing checks and accepting checking account deposits, working on the computer data processing terminal, and working and running simple transactions on the proof machine.	"	Students are responsive and interested.
November 1980	We have 100% membership in DECA (Distributive Education Clubs of America). We are getting involved with a shoplifting project for S.T.E.M. We are also doing a civic project for the Muscular Dystrophy Association.	"	

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: JUNEAU

PROGRAM: FINANCE AND BUSINESS

DATE	STUDENT ACTIVITY	SITE	REMARKS
December 1980 - January 1981	Students did practice set on banks and banking procedures. Each student was given a personal checkbook, check register, and checkbook cover. They were given various checkbook activities and were required to keep a checkbook register update of all activities.	Juneau	Students were very excited about having a personal checkbook. The response to this unit and the test results of this unit were excellent.
January - February 1981	Students filled out and completed an application for auto insurance. These applications were rated by the teacher, and students were given insurance rates for a quarter. They had to write out actual checks for the premium.	"	This provided an excellent learning experience for the students. Students were able to see the insurance rates teenagers pay and also assume responsibility for paying premiums.
"	Students have been involved in a cycling process -- customer, teller, and proof operator working with various transactions.	"	The students enjoyed seeing the flow of work from the time it enters the bank until it gets to the proof department and working different positions in the bank.
"	Students worked on practice set and sold merchandise; some were involved in buying merchandise from buyers.	"	Students learned a great deal including markups and markdowns.
	Students designed own home and learned about rehabilitation of homes.	"	Students enjoyed this. Some had unique designs.
March 1981	Students started a unit on real estate. Students were introduced to and given an overview of the real estate industry.	Juneau (classroom)	Students were excited about the wide variety of careers in real estate.

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: JUNEAU

PROGRAM: FINANCE AND BUSINESS

DATE	STUDENT ACTIVITY	SITE	REMARKS
March 1981 - May 1981	Field experience at financial institutions	Financial institutions	Students had hands-on experience in various departments.
	Teller Day - Paying and receiving transactions from customers	Juneau (classroom)	Students went through a tellers' process of opening a cash drawer through balancing at the end of the day.
	Running documents through the proof machine	"	Students worked for speed and accuracy on the proof machine.
3/17	The students demonstrated their sales ability by having a carnation sale.	Juneau (front hall)	The students were very excited about the enthusiasm of their patrons.
May 1981	Students will work on a project on the various careers in banking, real estate, insurance, and small business.	Juneau (classroom and library)	Students will be able to use the skills learned in their career classes to research the BRISM areas.
5/7	Preparing reports for the annual stockholders' meeting	Juneau (classroom)	The students found that it is very necessary to keep good records all year so that report writing would be easier.
5/8	Printing up the program for the annual stockholders' meeting	"	Many students couldn't believe the amount of time and effort involved in preparing a program.
5/18	Students sold merchandise for our year-end clearance.	Juneau (SBM classroom)	We felt this sale was a tremendous success because it gave students a chance to interact with customers.

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: JUNEAU

PROGRAM: FINANCE AND BUSINESS

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
October 1980	Federal Reserve Branch, Milwaukee	To find out how local and out-of-town checks are cleared and their collection process				22
"	House on the Rock, Spring Green	To acquire familiarity with history and architectural style of Frank Lloyd Wright				22
"	Crown Prince, Fred's Greenhouse, Goodwill, and State Fair Park (Rummage-O-Rama)	To buy merchandise to operate store				30
November 1980	MATC, Milwaukee	To attend two business seminars and a fashion show				48
January 1981	"	To attend Intra-City Contest (contest in finance, sales, small business management, etc.)				
February 1981	Chicago, Illinois (Sportswear convention)	Expose four students to the procedures related to buying				
3/2/81	Hubertus, Wisconsin (Subterranean home tour)	To acquire familiarity with futuristic home design and the use of recycled building materials				46
3/3	Rufus King High School	Sales presentation of T-shirts to DECA				2
"	Security Savings and Loan	To find out the operating procedures and career opportunities of a savings and loan				30
"	Custer High School	Sales presentation of T-shirts to DECA Club				3
3/12-14	Oconomowoc, Wisconsin (Olympia Resort, DECA)	To participate in the Career Development Conference				3

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: JUNEAU PROGRAM: FINANCE AND BUSINESS

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
4/14	Chicago, Illinois (Federal Reserve Bank)	To find out information that would lead us to a better understanding of our nation's financial system and the role of the Federal Reserve in the economy				20
4/29	Marshall & Ilsley Bank	To find out about careers in banking and its operations				32

ESAA TITLE VI MAGNET PROGRAM
INSERVICE TRAINING, 1980-1981

SCHOOL: JUNEAU PROGRAM: FINANCE AND BUSINESS

DATE	SUBJECT COVERED	NUMBER OF PARTICIPANTS	CONSULTANT(S)
3/3 to 3/5/81	Using the WCIS machine (Wisconsin Career Interest Survey): a. Finding out about a career b. Education needed c. Job description d. Qualifications needed	40	Paraprofessional aide, vocational counselor

ESAA TITLE VI MAGNET PROGRAM
TECHNICAL ADVISORY COMMITTEE, 1980-1981

SCHOOL: JUNEAU **PROGRAM:** FINANCE AND BUSINESS-BANKING

COORDINATOR: SHIRLEY ASHLEY

NAME Last First	TITLE	ORGANIZATION
Breese, William	Dean, MATC	MATC School of Business
Enders, Donald	Audit Partner	Arthur Andersen and Company
Heglund, Hilda	Manager, Special Projects	Milwaukee Chamber of Commerce
Kedrow, Wilbert M.	Vice President	Milwaukee Insurance, Marketing
Mauer, David	Vice President	Marshall & Ilsley Bank
Kuehn, Priscilla	Principal	Solomon Juneau High School
McIntyre, Calvin	Career Education Supervisor	Milwaukee Public Schools
Hynek, Melvin	Curriculum Specialist	MPS, Business Education

SCHOOL: JUNEAU **PROGRAM:** FINANCE AND BUSINESS-REAL ESTATE

COORDINATOR: -

NAME Last First	TITLE	ORGANIZATION
Karney, Ray		Society of Real Estate Appraisers
Russell, Dennis	Director	"
Dorr, George	Industrial Broker	Trais Heller et. al.
Johnson, William	Realtor	Better Homes Realty
Hansen, Marie	"	Robedeaux
Michelson, Jackie	"	Kelleher
Rand, Arthur	Developer	Century 21, Rand Realty
Schaekenberg, Frank	Realtor	ReMax
Schlapman, John	"	Wauwatosa
Sobszak, Gerry	Property Manager	Grootomat Corp.
Wegner, Gerry	"	First Savings
Lindemann, Tom	President, MBR	Savings & Loan

ESAA TITLE VI MAGNET PROGRAM
TECHNICAL ADVISORY COMMITTEE, 1980-1981

SCHOOL: JUNEAU

PROGRAM: FINANCE AND BUSINESS-SMALL BUSINESS MANAGEMENT

COORDINATOR:

NAME Last First	TITLE	ORGANIZATION
Licht, Mr. & Mrs.	Student's parents	
Mauer, Bruno	President	Ricket Industrial Supply
Engle, Steve	Sales Manager	Crown Prince
Enderses, Bud	Owner of own business	
Houlhan, Sherea	Advertising Representative	Hoffman York Inc.
Kuehn, Mrs.	Principal	
Hershell, Phil	Vice President, Membership Services	Independent Business Association of Wisconsin
Powell, Karl	Supervisor	Milwaukee Public Schools
McIntyre, Dr. Calvin	Career Education Supervisor	"

VINCENT

INTERNATIONAL STUDIES

INTERNATIONAL STUDIES - VINCENT

Students whose career interests reach out beyond our national boundaries now have an opportunity to start their preparation in high school. Vincent added a second specialty, International Studies, in the high school's second year, 1980-1981. The program started with two required survey courses for Grades 9 or 10, Eastern Area Studies and Western Area Studies. Each covers geography, history, economy, religion, government, and culture. Eastern Studies include Asia, the Middle East, the Union of Soviet Socialist Republics, and Africa. Western Studies starts with the Greco-Roman roots and traces the cultural development of Europe, the Americas, Australia, and New Zealand.

Four or five years of foreign language study is expected with emphasis on the active use of a second language. French, German, and Spanish were offered in 1980-1981.

There were 47 enrollees in 1980-1981. The Magnet budget of $110,324 provided a program implementor, social studies teacher, foreign language teacher, inservice consultants, field trips, and audiovisual equipment. The specialty became affiliated with the American Field Service and plans to participate in its international student exchange program. Vincent enrollees will have an opportunity to spend a summer abroad starting in 1981-1982.

In 1981-1982, three Grade 11 requirements will be added: United States History, Intercultural Communications, and Foreign Language. Grade 12 will start in 1982-1983 and require International Relations. Russian, Japanese, or Chinese may be added to the foreign language program.

An International Studies Resource Center is under construction to replace temporary quarters and also a Briefing Room for briefings with international consultants.

Specialized area studies, China and Latin America, will be offered as electives.

Among career opportunities are:

Tourism
Language Translation
Diplomatic Services
International Law
Teaching
International Secretarial Positions
Import/Export Business
Engineering - Multi-National Corporations
International Sales Positions
International Banking

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: VINCENT **PROGRAM:** INTERNATIONAL STUDIES

DATE	STUDENT ACTIVITY	SITE	REMARKS
October	Students planned and set up a display case of artifacts from several nations for open house and parent conference day.	Vincent	
	International Club formed by foreign language and International Studies Program students.	"	Plans for club activities and formation of an A.F.S. chapter are underway.
November	Four program students were selected to act as student host for visiting Israeli students.	"	
Semester 1 + 2	Students providing and arranging artifacts for International Studies display case.	"	
January	Parent/adult chapter of A.F.S. organized.	"	Chapter will make it possible for Vincent High School to receive foreign exchange students and to send Vincent students on family home stays abroad.
3/10/81	Hosted 20 A.F.S. students from ten countries for A.F.S. Urban Schools Day	"	An auditorium program was held and Dr. McMurrin was present at a reception at the end of the day.
3/19	International Delight Night - Students hosted parents and community with slide/talk on China by Dorothy Braun and ethnic/national desserts.	"	Donations made to accumulate funds for students' overseas field experience.
4/2	Eastern area studies class hosted Mr. Yingjie Wang of Bening Normal University in Bening, China.	"	Mr. Wang's visit was arranged to coincide with a visit by students and their teacher of Chinese language from Rufus King High School.

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: VINCENT

PROGRAM: INTERNATIONAL STUDIES

DATE	STUDENT ACTIVITY	SITE	REMARKS
4/16	Program students hosted 13 French students and their teacher of English from Marseilles, France.	Vincent	
5/3	At the Vincent A.F.S. chapter meeting, students interacted with Americans abroad returnee and several A.F.S. winter program students from the United Kingdom and Australia.	King of Kings Church community hall	Host family applications are being processed and one southern hemisphere Americans abroad application is in process.
5/14	International Delight Night - Students hosted parents and community with slide/talk on Africa by Joseph Adjaye and Kweku Andrews of the African Studies Center, Madison, Wisconsin. Ethnic/national desserts were served.	Vincent	

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: VINCENT PROGRAM: INTERNATIONAL STUDIES

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
11/26/80	Milwaukee County Museum * European Village * Asian culture exhibits	Expose students to artifacts of Eastern and Western cultures				+ Gr 9 52
12/9	Guided tour of Milwaukee Library research rooms	Expose students to ethnic/national research resources in the Milwaukee area				52
	Ethnic luncheon Visit to UW-M International Center	Expose students to meeting room facility with simultaneous interpretation capability				
12/11	Goodrich School	Performance of German language fairy tale play for students of Goodrich School (International Studies school)				25
2/27/81	Goodrich School	Performance of children's play in French for students of Goodrich International Studies Program				25
3/12	Milwaukee Public Museum and Mitchell Park	Guided tours of appropriate displays relating to current content of Eastern and Western area studies classes				47
4/7	International Terminal, O'Hare Field, Chicago	Guided tour of International Terminal and customs facilities				47
5/20	Art Institute of Chicago	Guided tour of Eastern and Western art displays Special showing of "Search for Alexander"				47
5/29	Kettle Moraine and Lizard Mound State Park	Explore ethnic settlements and archeological digs				37

ESAA TITLE VI MAGNET PROGRAM
INSERVICE TRAINING, 1980-1981

SCHOOL: VINCENT

PROGRAM: INTERNATIONAL STUDIES

DATE	SUBJECT COVERED	NUMBER OF PARTICIPANTS	CONSULTANT(S)
October	Materials and techniques for teaching the Latin-American cultural experience	6	Michael Henson, UW-M, Latin American Studies Center
"	Materials and techniques for teaching the Asian/African cultural experience	6	Henry Bucher, UW-Madison, Consultant/Director, African Studies Center
"	Materials and techniques for teaching about Japan	5	Nancy Beckman, T.J.S., Stanford University, California, Staff Consultant
May	Materials and techniques for teaching about Africa; techniques and strategies for developing "Wisconsin in the World" project	7	Linda Wojtan, Asian/African Outreach Center, Indiana University, Bloomington, Indiana
"	Materials and techniques for teaching about Africa	7	Joseph Adjaye and Kweku Andrews, African Studies Center, UW-Madison

ESAA TITLE VI MAGNET PROGRAM
TECHNICAL ADVISORY COMMITTEE, 1980-1981

SCHOOL: VINCENT

PROGRAM: INTERNATIONAL STUDIES

COORDINATOR: CHARLES GLOOR

NAME Last First	TITLE	ORGANIZATION
Carone, Richard	Manager, International Marketing and Sales	Rexnord, Inc.
Chou, Victor	Professor, Business School	UW-M
Farias, Homer	Vice-President	First Wisconsin National Bank
Granda, Jose Lopez	International Credit Analyst	Marine National Exchange Bank
Hasselbein, Phillip	Executive Vice-President	First Savings Association
Hibner, Dennis	Executive Director	International Institute
Hill, William	Executive Director	Wisconsin State Council for Economic Education
Leonard, Richard	Editor	The Milwaukee Journal
Lockhart-Moss, Eunice	President	E, Inc.
McLain, Doug	Assistant Director	UW-M, Institute of World Affairs
Read, Sister Joel	President	Alverno College
Fossi, Jorge	Vice-President	P.J. Murphy & Associates, Inc.
Scott, Wesley	Executive Director	Milwaukee Urban League
Schug, Mark	Assistant Professor, Social Studies Education	UW-M
Sorrin, Saul	Executive Director	Milwaukee Jewish Council
Spitzer, Robert	President	Milwaukee School of Engineering
Wall, Pat	Staff Manager, Educational Relations	Wisconsin Telephone Company
Beckwith, Patricia	Parent	
Stratil, Shirley	Parent	
Barry, Kevin	Student	Vincent High School
Golden, Lisa	Student	Vincent High School
Rippe, Scott	Student	Vincent High School
Stratil, Diane	Student	Vincent High School

SOUTH DIVISION

FOOD SERVICE, LODGING/TOURISM, RECREATION/LIFE TIME SPORTS

GRILL
SHORT ORDER

LODGING/TOURISM, FOOD SERVICE, AND RECREATION/LIFETIME SPORTS - SOUTH DIVISION

Three separate but related specialty programs at South Division High School entered the Magnet fold in 1980-1981. Special facilities were incorporated into the new school building, which opened in Fall 1977 with the Recreation and Tourism Programs. Food Service started in 1978-1979.

ESAA Title VI funds of $129,632 supported a teacher-implementor, two teachers, three paraprofessional aides, equipment and supplies, consultants, curriculum revision, and field trips. Of 365 Grade 10 through 12 students enrolled in 1980-1981, 16 were part-time.

Lodging/Tourism

Enrollment = 79

Lodging/Tourism students scan the travel industry from travel agency operation through transportation and hotel/motel accommodations. A facsimile motel within the school enables students to learn front desk and housekeeping skills. Field trips and paid on-the-job training provide on-site training.

Required courses are:

-- Survey of Tourism, Food Services, and Recreation Careers (Grade 10)
-- Lodging and Tourism (Grade 11)
-- Lodging/Tourism Enterprises and Lodging/Tourism On-the-Job Training (Grade 12, job-entry preparation)
-- Lodging and Tourism Seminar (Grade 12, college preparation)

Business and foreign language courses are recommended as electives. Career opportunities include:

Lodging Careers	Travel Careers
Front Desk Manager	Travel Agent
Reservationist	Tour Guide
Desk and Race Clerk	Ticket Agent
Cashier	Convention Planner
Night Auditor and Accountant	Convention Center Manager
Security Guard	Resort Operator
Head Housekeeper	Sales and Promotion
Linen Attendant	Reservationist
Engineer	Bookkeeper
Sales and Promotion	Rental Car Agent
Doorperson	Room Attendant
Bellperson	Floor Supervisor

Food Service

Enrollment = 93

Students in the Food Service Specialty have a large commercially-equipped kitchen and dining room facility in which to acquire skills and knowledge of quantity-scale food preparation and service.

Required courses are:

-- Survey of Food Services, Tourism, and Recreation (Grade 10)
-- Food Service Operations (Grade 11)
-- Food Service Systems (Grade 12)

The courses focus on a la carte, limited and full menus, using a variety of methods of services, use of equipment, sanitation, safety, and communications.

Students prepare and serve food for a variety of school and district functions.

Non-paid six-week field experiences in the student's areas of interest are offered at community sites during the last semester of the senior year. A student selects three field experiences, which are coordinated with classroom studies. The focus is on exposure to and exploration of management-level jobs.

Two home economics courses are recommended: Foods and Nutrition, Home Economics Related Occupations; classroom and on-the-job training (OJT). OJT is a paid work program for seniors in which local restaurants, hospitals, nursing homes, hotels, and businesses participate.

Career opportunities, some of which require advanced schooling, include cook, pantry worker, food preparation assistant, waiter/waitress, dietician, host/hostess, stockroom clerk, manager, and restaurant operator.

ESAA Title VI funds allowed staff time for development of the field experience training program in consultation with the Technical Advisory Committee.

Recreation/Lifetime Sports

Enrollment = 193

This is an unique program in the United States in that students may select from several areas of interest for career exploration. Each course offering includes individual lifetime sports, career exploration, and basic recreation skills in preparation for job entry or further education. Course choices include bowling, parks, aquatics, golf, sports officiating, tennis, recreation, coaching, and leadership development.

Freshmen are advised to enroll in Foundation of Recreation.

Required courses are:

- Modules I and II, orientation (Grade 10)
- Modules III and IV, skill development and career exploration in a variety of sports in six-week courses (Grade 11)
- Modules V and VI, field experiences (internship) in an area or choice (Grade 12)

Seniors select two careers to explore via a variety of internships within the community (see "Off-Campus Experience").

There are many levels of career possibilities in specific sports, recreation, officiating, and coaching.

Magnet funds permitted curriculum writing for program expansion, which will include equipment service and repairs. Field trips were an important part of all courses.

ESAA TITLE VI MAGNET PROGRAM
OFF-CAMPUS EXPERIENCE, CAREER SPECIALTIES, 1980-1981

SCHOOL: SOUTH DIVISION

SPECIALTY: LODGING/TOURISM

ORGANIZATION OR BUSINESS	TYPE OF EXPERIENCE	NUMBER OF STUDENTS	GRADE LEVEL(S)	DURATION OF EXPERIENCE (Number of days and periods per day)
Midway Motor Lodge	Front Desk Clerk	1	12	15 hours/week
Airport Gift Shop	Cashier, Sales	2	"	"
Red Carpet Hotel	Housekeeping	3	11	12-15 hours/week
Capitol Court Travel	Travel Assistant	1	"	12 hours/week
Marriott's Great America	Cashier, Food Sales	2	12	15 hours/week
Ramada Inn	Bellman	1	"	20 hours/week
Elaine Powers	Instructor	"	"	15 hours/week
Woolworth	Sales, Display	"	"	20 hours/week
All Milwaukee area hotels	Meeting/convention project	32	11	5 days, 2 hours/day

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: SOUTH DIVISION

PROGRAM: LODGING/TOURISM

DATE	STUDENT ACTIVITY	SITE	REMARKS
September 1980 - March 1981	Shoplifting campaign	Milwaukee's southside including South, middle schools, and Mitchell St.	Students spent alot of time developing an outstanding campaign. They took their campaign to Intra-City where they competed with all of the Milwaukee high schools. They placed first. Many congratulatory letters from Mayor Meier, Senator Proxmire, and Governor Dreyfus. Students have since compiled a 50-page manual describing the events of this campaign. The manual will be entered in state competition in March.
11/14/80 - 11/16	Leadership lab	Fox Hills Resort Michicot, Wisc.	
1/7/81	Intra-City competitive events	MATC	Excellent experience for students; won many awards (11) including third place among Milwaukee schools
1/14	Seminar on grooming and self-improvement	South Division	This was open to Lodging/Tourism students and their parents. In Lodging/Tourism, we are constantly dealing with the public. It is necessary that our students portray a good image when they go for an interview and later work with the public.
2/5	Open house for perspective students	"	Students acted as hosts and hostesses.
2/13	Flower sale	"	Students had a "Secret Admirer Day". Purpose was to make money to attend the state conference and to make the student body aware of the Lodging/Tourism Specialty.

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: **SOUTH DIVISION** PROGRAM: **LODGING/TOURISM**

DATE	STUDENT ACTIVITY	SITE	REMARKS
3/2	Celebrity Playday	South Division	This activity involved the three specialties at South. The Lodging/Tourism students acted as hostesses for the event, while the Recreation Specialty organized games for the celebrities and the Food Service Specialty provided a meal.
3/6	Guest speaker on shoplifting	"	This speaker was in conjunction with the shoplifting campaign the students executed in our high school and southside community.
3/12 - 3/14	Wisconsin DECA Career Development Conference	Olympia Resort Oconomowoc, Wisc.	This was an excellent experience for the students. The competitive events, the speakers, the awards ceremony were all very enlightening.
4/7	Guest speaker, Milwaukee Business Technical Institute	South Division	The speaker gave the students very good insight into the job situation and career decisions facing high school graduates.
4/8	Success Rally sponsored by the Sales and Marketing Executives	Milwaukee Arena	This was a motivational seminar. Some of the speakers included Terry Meuwsen and Rocky Blier.
5/27	Guest speaker on hotel conventions and banquet business (Paula Hoffmann, Holiday Inn)	South Division	Paula will give the students an insight into conventions from a manager's viewpoint.

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: SOUTH DIVISION   PROGRAM: LODGING/TOURISM

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
10/21/80	Miller Brewery	To see how a tour is conducted; to learn about business operations				30
11/6	MATC Benefique of Fashion (DECA)	To see student-modeled fashion show and attend three business seminars				30
11/11	Hyatt Regency	To tour the hotel and talk to various personnel				35
11/13	Pfister Hotel	To observe front desk operations and talk to personnel				9
11/14	Leadership Lab (Fox Hills Inn)	To develop leadership skills and self-confidence; to interact with peers				7
12/4	Hyatt Regency	The "survey" attended this after we had received an excellent tour in November. Main purpose was to introduce students to the departments of a hotel and view the beautiful facilities.				18
12/10	Travelpower	To give students an orientation into the field of tourism; discussed job opportunities and what the students can do to prepare for those jobs				33
2/5/81	Mariott Hotels, Brookfield	Presentation by Greg Hanas, the Sales Director. He talked to students about the jobs available in the lodging industry and the qualifications needed. We were shown a movie, and this was followed by a tour of the hotel.				34
2/12	Red Carpet Hotel	We toured the facility and talked to the department heads in each department. We were primarily interested in viewing the convention and recreational facilities.				50

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: SOUTH DIVISION

PROGRAM: LODGING/TOURISM

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
2/23	Marshall & Ilsley Bank	To give students an insight into banking operations; later discussed financing, mortgage rates, etc., and how they deal with our area of study				48
2/26	Holiday Inn	Previous field trips to hotels had been to higher-class properties. By touring the Holiday Inn, students were able to make a definite contrast and now determine which features make a hotel or motel a first-class hotel.				26
3/5	Roller Skate University	In the "survey" class, we studied recreation and its relationship to the lodging industry. We toured Roller Skate University, talked to the manager, and enjoyed a session of roller skating.				31
3/18	Olympia Resort	To tour a lodging enterprise with resort facilities; talked with the Sales Director, the Front Office Manager, and the Banquet Director to gain insight into their careers				33
5/28	Hyatt Regency, Chicago	This was a combined trip with Hamilton's Marketing Specialty. Plans include touring the facility with a talk by the department heads.				20

ESAA TITLE VI MAGNET PROGRAM
INSERVICE TRAINING, 1980-1981

SCHOOL: SOUTH DIVISION

PROGRAM: LODGING/TOURISM

DATE	SUBJECT COVERED	NUMBER OF PARTICIPANTS	CONSULTANT(S)
11/20/80	Housekeeping seminar (Kathie Malicki was a guest speaker)	100	Wisconsin Innkeepers
12/3	Front desk procedures	2	Red Carpet, Terry Jession
1/16/81	"	"	Marc Plaza, Sandy Wilke
4/1	Computerization of the reservation department and front desk	6	Red Carpet

ESAA TITLE VI MAGNET PROGRAM
TECHNICAL ADVISORY COMMITTEE, 1980-1981

SCHOOL: SOUTH DIVISION PROGRAM: LODGING/TOURISM

COORDINATOR: YAEGER-ANDERSON

NAME Last First	TITLE	ORGANIZATION
Eaton, Linda	Hotel-restaurant student, UW-Stout	
Welowski, Judy	Office Manager	Greater Milwaukee Convention and Visitors Bureau
Hughes, Bill	Sales, Hotel Division	ABC Cash Register
Pearson, Harold	Executive Secretary	Wisconsin Innkeepers
Lange, Robert	District Manager	Midway Motor Lodge
Hoffmann, Paula	Sales Director	Holiday Inn
Greene, Harley	Coordinator, Lodging/Tourism	Gateway Tech

ESAA TITLE VI MAGNET PROGRAM
OFF-CAMPUS EXPERIENCE, CAREER SPECIALTIES, 1980-1981

SCHOOL: SOUTH DIVISION

SPECIALTY: FOOD SERVICE

ORGANIZATION OR BUSINESS	TYPE OF EXPERIENCE	NUMBER OF STUDENTS	GRADE LEVEL(S)	DURATION OF EXPERIENCE (Number of days and periods per day)
McDonald's 1931 South 13th Street	Fast food/short order multiple experiences	3	12	2 hours/3 days/6 weeks
Mt. Sinai Hospital 950 North 12th Street	Dietary hostess multiple experiences	1	"	"
Catering by Mary Ellen 7519 West Becher Street	Catering/management	"	"	"
Wendy's 627 East Capitol Drive and 7707 West Layton Avenue	Counter, management multiple experiences	2 1	" "	" "
Sheraton-Mayfair Mayfair Road	Banquet waiter/management exposure	"	"	"
Marshall & Ilsley 770 North Water Street	Multiple experiences, management exposure	2	"	"
Pfister Hotel and Tower 424 East Wisconsin Avenue	"	"	"	8 hours/1 day/6 weeks
Arby's 11231 West Silver Spring	"	1	"	2 hours/3 days/6 weeks
North Shore Health Care Center	Management exposure/dietary aide	"	"	"

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: SOUTH DIVISION PROGRAM: FOOD SERVICE

DATE	STUDENT ACTIVITY	SITE	REMARKS
9/23/80 - 9/25	Wisconsin Department of Public Instruction, Trade and Industry Advisory Committee Luncheon	The Sunshine House (hospitality center), South Division	Arranged by R. Kitzman and E. Broman; students pre-prep, prepared, served, and evaluated banquet luncheon; Dr. McMurrin, Superintendent of MPS schools, special guest.
10/3	"Welcome Back to Faculty"	"	Open House for South Division faculty for Hours 3-8; cookies, punch, nutbreads prepared and evaluated by students.
10/8	H.E.R.O. Executive Council meetings	Central Office	Meeting of HERO Youth Group including members representing schools from MPS
10/16	Vocational counselors meeting and luncheon	The Sunshine House	Banquet menu, prepared by Food Service Specialty students and managed by sr. system classes
10/21	H.E.R.O. District Meeting (VI) for State of Wisconsin	Waukesha County Technical Institute	To develop responsible students and leadership qualities with HERO food specialty members
11/4	"Speak Up, H.E.R.O." Leadership Seminar	South Campus, MATC	To allow city-wide development of leadership, parliamentary procedures, and committee work
11/5	Nutrition seminar for elementary school principals	Central Office	Senior students tested nutritious recipes from the United States Dairy Council and American Dietetic Association; prepared them for the seminar for 100-125 people to sample. Students also did public relations presentation as group moved through.
	Football awards potluck dinner	South Division cafeteria	Students set up all service, paper products, seating arrangements for event. They helped in service of food and cleaned up.

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: SOUTH DIVISION

PROGRAM: FOOD SERVICE

DATE	STUDENT ACTIVITY	SITE	REMARKS
11/15	W.I.A.A. Swim Meet	South Division	(a) Soup/sub sandwich luncheon prepared for faculty on November 13. (b) Soup/sub sandwich luncheon served on Saturday for all coaches and managers of state swim meet (HERO event - students get service credit for after-school-hour functions).
12/15 - 12/19	Holiday cookie sale	Food service facility	Baked, packaged, and sold cookies to staff and faculty of South
12/19	Holiday cookie gift	"We Indians" Program	Presented 30 pounds of holiday cookie packages to be distributed to the community of South Division
1/14/81	Refreshments for A.C. Spark Plug and South Division committee meetings	Facility	The specialty generally prepares refreshments for the meetings of A.C. Spark Plug and South Division, our business, and school liaison.
1/16	Refreshments for wrestling team	"	"
1/19	U.S. Army film, "Food Service Worker", and speaker	"	Excellent presentation by U.S. Army on career opportunities in food service
1/24	Varsity and junior varsity basketball parents, awards nite	"	Refreshments for parents and families of women's basketball teams prepared, serviced, and cleaned up.
2/10	U.S. Army Culinary Arts Team	Facility (hospitality center)	Six scheduled periods of culinary arts demonstrations to 350+ students throughout the day

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: SOUTH DIVISION

PROGRAM: FOOD SERVICE

DATE	STUDENT ACTIVITY	SITE	REMARKS
2/11	Parents' Open House	Hospitality center, "The Sunshine House"	Students prepared refreshments, set up room, gave presentation, and greeted parents and visitors for Food Service and Recreation Specialties.
2/17	A.C. Spark Plug, South Division High School "Honor Students Breakfast"	South Division cafeteria	Students prepared, set up, and served full breakfast menu with banquet service for students with a 3.5 grade point average or better.
2/24	Junior high tour	South Division specialties	Students assisted in tour for junior high students around school and facility.
2/26	MATC/HERO Skill Olympics	MATC	Four hundred students from HERO programs around city-metro area went to show off their practical skills and to learn about MATC's offerings. Workshops and skill events were held. South specialty ended up with 12 awards and honorable mentions out of over 30 students participating in events. Thirty other students attended workshops.
2/28	W.I.A.A. Swim Meet luncheon	"The Sunshine House"	Twelve students prepared, set up, and served a soup and sandwich luncheon to 60 managers and coaches.
3/3	Celebrity Play Day luncheon	"	Sixty students were involved in preparation and service of full banquet menu to 60 celebrities and guests of the Recreation Specialty; celebrity sports events held in the field house.

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: SOUTH DIVISION

PROGRAM: FOOD SERVICE

DATE	STUDENT ACTIVITY	SITE	REMARKS
3/21	Greater Milwaukee Beauty Pageant Luncheon (banquet style)	South "Hospitality Center"	Planned, prepared, and served 60 persons
3/27	Parent Conference Day	"	Open House for parents and faculty; provided prepared refreshments and good hospitality
4/14	Senior Class Breakfast	Cafeteria	Prepared and served breakfast for senior class commission, 150 students
5/1	Honor Breakfast, A.C. Spark Plug/ South Division	South Division cafeteria/food service facility	Students planned, prepared, and served breakfast to 150 students with grade point average of 3.5 or better.
5/9	Senior Prom Banquet	"Great" Hall, second floor foyer of South Division	Students planned, prepared, and served prom dinner in elegant style with gourmet-type food for 130 people.
5/15	Luncheon for Japanese delegate visitors to South Division High School and MPS	"The Sunshine House"	Prepared regular full menu to guests
5/20	MPS H.E.R.O. Inter-City Council Recognition Brunch	"	Menu planned by students, prepared, and served; provided seminar room also.
5/22	A.C. Spark Plug/South Division Honor Picnic	Track and field area at South Division	Prepared picnic-style foods for 150 students and faculty and served outside

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: SOUTH DIVISION

PROGRAM: FOOD SERVICE

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
10/27/80	Red Carpet-Expo	Milwaukee Cheese Company/Casper Company food and equipment show; students interviewed management personnel in food management careers.				50
11/11	Crestwood Bakery, Sentry Foods	To acquaint students with the following system of mass production, equipment of baking operations, and the layout of mass baking food service units				60
11/17	Culinary Arts Show, Red Carpet	To view displays of culinary master pieces from chefs, restaurants, post-secondary schools from around the United States				60
12/12	Hyatt Regency	Tour of all food service units — food preparation and service — available to the Regency complex; exploration of management careers in food service				15
January to May 1981	Central Office, Inter-City H.E.R.O. Council	Recognition through achievement, leadership, training, public relations sharing, unity of chapters throughout metro Milwaukee				4
2/13	Marshall & Ilsley Bank, Cafeteria, "780 North Corp"	Observation of the various food service units required in a bank building such as M & I; career exploration of job opportunities with large companies				50
2/26	MATC, Skill Olympics	Emphasis placed on the skilled trades in the home economics area including food services, child care services, clothing services, consumer and family services. Workshops, speakers, and demonstrations were presented simultaneously with the skill events, further described in the student activities area.				60
356						350

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: **SOUTH DIVISION** PROGRAM: **FOOD SERVICE**

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
3/5	MECCA, W.R.A. Restaurant Show	Expose students to food purveyors, equipment, food service companies, food products, and to food service industry				30
4/5 - 4/7	La Crosse	FHA-HERO State Leadership Conference				6
4/29	MATC Open House	Explore advanced technical training for food service and other student interest areas				60
	Downtown restaurant locations	Study of fast food, cafeteria, Ma and Pa restaurants and large gourmet dining floor layouts; career exploration and exposure				60
5/18	McCormick Place, Chicago	National Restaurant Association Restaurant Show, exposure and career exploration to students in management level food service class				10

ESAA TITLE VI MAGNET PROGRAM
TECHNICAL ADVISORY COMMITTEE, 1980-1981

SCHOOL: SOUTH DIVISION PROGRAM: FOOD SERVICE

COORDINATOR: -

NAME Last First	TITLE	ORGANIZATION
Baerson, Robert		
Burns, John	Vice President	Heinemann's
Cleary, Janet	Supervising Dietitian	Food Service Division Milwaukee Public Schools
Ilk, Robert	Food Service Instructor	Milwaukee Area Technical College
Laugerman, Bonnie	Home Economics Supervisor	Milwaukee Public Schools
Lickteig, Julie Ann		Cardinal Stritch College
Opitz, Manfred	General Manager	MECCA
Pelkowski, Tom	Vice President	Grebe Bakery
Richardson, Lawrence	Administrator, Employee Programs	A.C. Spark Plug
Schwalbe, Leon		Ace Foods
Singsime, Grace	Representative	Food Service Executive Association
Sterene, Jeff		Sterene Manufacturing Company, Inc.
Grant, Al		Grant's Restaurant
Dizard, Jean Marc	Food and Beverage Manager	Pfister Hotel and Tower
Wong, Harvey	Director, Purchasing	Marcus Hotels
Duca, Jim	Food Service Director	Marshall & Ilsley Bank

ESAA TITLE VI MAGNET PROGRAM
OFF-CAMPUS EXPERIENCE, CAREER SPECIALTIES, 1980-1981

SCHOOL: SOUTH DIVISION

SPECIALTY: RECREATION/LIFETIME SPORTS

ORGANIZATION OR BUSINESS	TYPE OF EXPERIENCE	NUMBER OF STUDENTS	GRADE LEVEL(S)	DURATION OF EXPERIENCE (Number of days and periods per day)
Southview Lanes 1412 West Mitchell Street	Pin chaser mechanic	1	12	2 periods per day/ 4 days/9 weeks
South Shore Indoor Tennis and Racquetball Club 4801 South 2nd Street	Guest registration, counter person	"	"	"
Elaine Powers Figure Salon 3710 South 27th Street	Exercise leaders and scale girls	2	"	"
Athletic Equipment Repair 530 South 2nd Street	Equipment repairs	"	"	"
The Palace	Office work, concessions, rink attendant	1	"	"
Allen-Field School 730 West Lapham Street	Field experience	"	"	"
Forest Home Avenue School 1516 West Forest Home Avenue	"	2	"	"
Central YMCA 915 West Wisconsin Avenue	"	"	"	"
Milwaukee County Stadium	Ground crew	1	"	"
St. Francis Hospital	Physical medicine aide	"	"	"
Casanovas Sporting Goods 1601 West Greenfield Avenue	Sales, display office work	3	"	"
Mid-City Sporting Goods	Stock work, trophies	2	"	"

ESAA TITLE VI MAGNET PROGRAM
OFF-CAMPUS EXPERIENCE, CAREER SPECIALTIES, 1980-1981

SCHOOL: SOUTH DIVISION

SPECIALTY: RECREATION/LIFETIME SPORTS

ORGANIZATION OR BUSINESS	TYPE OF EXPERIENCE	NUMBER OF STUDENTS	GRADE LEVEL(S)	DURATION OF EXPERIENCE (Number of days and periods per day)
Wheel and Sprocket **10575 West Forest Home Avenue**	**Bike repair and maintenance**	1	12	**2 periods per day/ 4 days/9 weeks**
Whiffen Archery	**Arrow production**	"	"	"

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: SOUTH DIVISION PROGRAM: RECREATION/LIFETIME SPORTS

(Coordinated activities are planned within the Recreation Specialty and in cooperation with the Food Service and Lodging/Tourism Specialties within the near future.)

DATE	STUDENT ACTIVITY	SITE	REMARKS
2/11/81	Open House/parents	South Division	Students greeted and talked with parents re: the Recreation Specialty.
2/24	Tour/junior high students	"	Students helped with tour.
3/1 - 3/7	Celebrity Day, public relations for National Physical Education and Sport Week - included announcement in a.m. over public address system by students; organization and operation of "Celebrity Play Day" in which celebrities from TV, radio, and newspapers participated in events (racquetball, tennis, basketball); Lodging/Tourism students acted as hosts and hostesses greeting the guests; our Food Service Specialty promoted good nutrition by serving a lunch to our guests; TV, radio, and newspaper coverage helped to promote the event even more; posters were made and created by Recreation students and posted throughout school.	"	A combined effort of all three specialties
4/14	Recreation students, with U.S. Army Special Forces, put on demonstration of repelling techniques used in recreation and military pursuits. The Outdoor Recreation Class, made up of 22 students, participated.		Our students performed extremely well; other student body members very interested.
5/3	Students from Recreation Specialty visited athletic contests at UW-Madison.	UW-Madison	Purpose was to expose students to university environment on a weekend; favorable response.

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: SOUTH DIVISION

PROGRAM: RECREATION/LIFETIME SPORTS

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
9/17/80	Willows Golf Driving Range	To visit with the manager and discuss the operation of a small golf business operation				22
9/19	"	To work with students on skills using the five wood, three wood, and driver; also, continue discussion from 9/17				"
9/23	Golf Pro Shop	To visit with a golf professional and discuss with him various aspects of his career as a pro shop owner and teaching professional				"
9/25	Storm's Driving Range	To have Goldie Bateson, a golf professional, help with skills in use of irons				"
9/29	Tuckaway Country Club	To visit with a golf superintendent and discuss with him the development and care of a major PGA town golf course				"
9/30	Warnimont Golf Course	To work on golf skills				"
10/1	Mequon Tennis Club	To visit a private tennis club and discuss with the professional the operation of the club and his responsibilities				20
10/2	Warnimont Golf Course	To work on golf skills				22
10/3 10/6	Cherokee Golf Course Warnimont Golf Course	To discuss with the starter the operation of a par three course and to work on skills				"
10/7 359	Grant Park Golf Course	To participate in the practical final exam in golf skills and also observe operations of course				" 370
10/8	Helfaer Tennis Pavilion, Marquette University	To visit an indoor tennis facility at a major university and discuss with the manager its operation				20

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: SOUTH DIVISION

PROGRAM: RECREATION/LIFETIME SPORTS

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
10/14	Schlitz Audubon Center	To visit an outdoor nature reserve and observe the how and why of a nature reserve in a metropolitan area				20
10/22	Travelpower Wisconsin Avenue	To have the students observe and discuss with the manager the operation of a travel agency				42
10/23	Jackson Park	To lay out and organize an orienteering course in Outdoor Recreation Class				22
10/24	Whitnall Park	To visit the Wehr Nature Center and also work on map and compass reading				20
11/19 and 11/20	Boys' Club	Tour and use of rifle range, hunter safety				25
11/20	Schroeder YMCA Aquatic Center	Tour facility and discuss management with manager				50
12/11	Wisconsin Skate University	Discuss commercial recreation and skate outing				"
"	Mt. Sinai Hospital, Human Performance Lab	To visit and talk to Dr. Foster about research being done in their Human Performance Lab				25
12/12	Wisconsin Skate University	Discuss commercial recreation and skate outing				"
12/15	YMCA-Central	Four-wall racquetball and tour of facilities				"
12/16	"	Four-wall racquetball and discussion of management				"
12/17	"	Four-wall racquetball				"
1/7/81	"	"			372	"
371	OUT OF ESAA FUNDS					

ESAA TITLE VI MAGNET PROGRAM
TECHNICAL ADVISORY COMMITTEE, 1980-1981

SCHOOL: SOUTH DIVISION

PROGRAM: RECREATION/LIFETIME SPORTS

COORDINATOR: WILLIAM BARTHOLOMEW

NAME Last First	TITLE	ORGANIZATION
Bromberg, Ronald	Coordinator, Milwaukee Bucks Youth Activities	Milwaukee Bucks Professional Athletics
Hoskins, Doug	Warden	Department of Natural Resources, Wisconsin
Leaderman, Larry	Former Director State Chairman	AAV Milwaukee Jewish Center
Larson, Dale	Assistant Director of Recreation	Milwaukee County
Magulski, Michael	Assistant Superintendent, Municipal Recreation and Adult Education	Recreation Division, Milwaukee Public Schools
Palesse, Orlando	Business Executive Big Ten Official	Kelly Company, Inc.
Yochum, Edward	Chairman of the Board	Milwaukee Sporting Goods, Inc.
Weisberg, Patricia	Professor, Physical Education/Recreation	University of Wisconsin-Milwaukee

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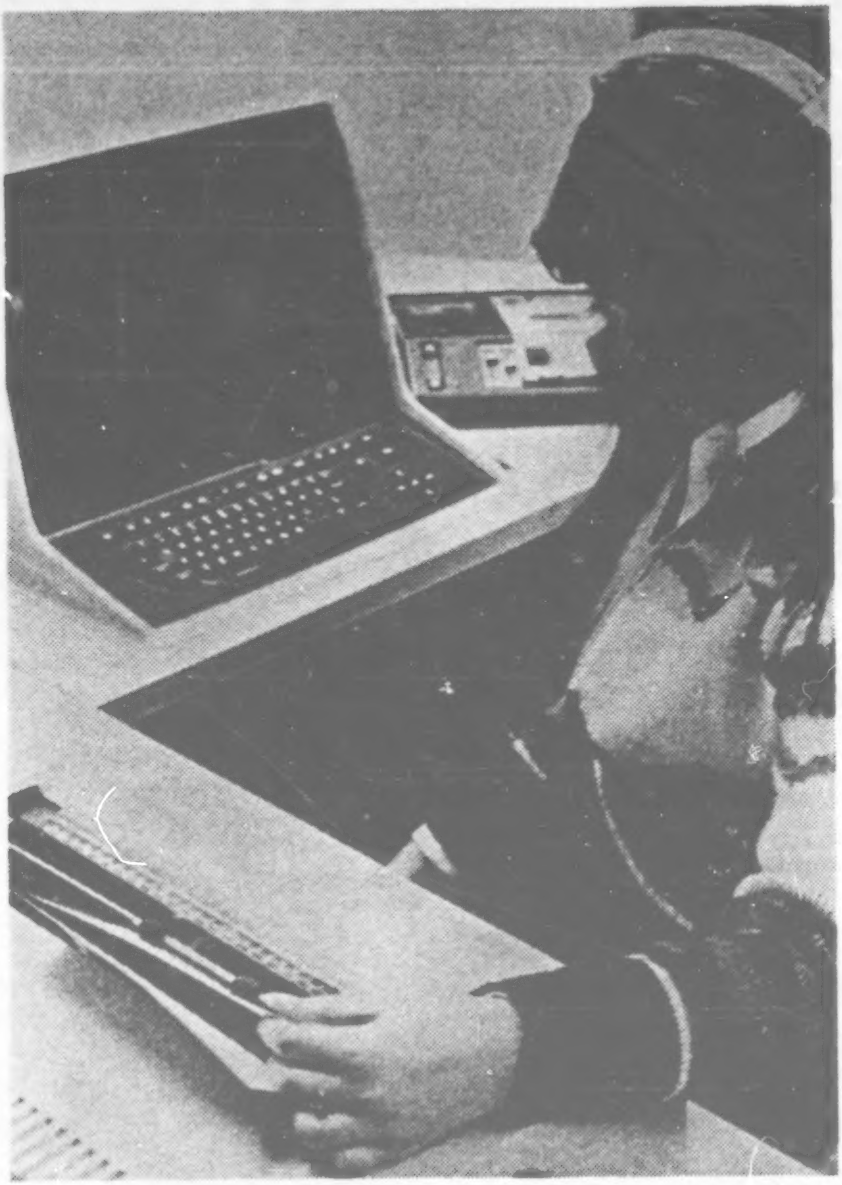

HAMILTON

MARKETING and WORD PROCESSING

MARKETING AND WORD PROCESSING - HAMILTON

In 1975-1976, a Marketing and Communications Specialty was established at Hamilton High School with the support of business firms and the school communities. Now there are two programs, Word Processing having evolved from the communications segment. A budget of $100,031 covered three teachers, one paraprofessional aide, consultant, field trips, equipment, and supplies.

Marketing

The Marketing Specialty prepares students for either entry-level positions or advanced study for careers in the fields of advertising, buying, distribution, financing, management, market research, sales, or transportation. In 1980-1981, 40 Grade 10-12 students were enrolled. On-the-job training is offered during the school year for students with senior standing.

Required courses are:

-- Opportunities and Techniques in Marketing (Grade 11)
-- Marketing Services and Marketing Services On-the-Job Training or Distributive Education 2 and Distributive Education On-the-Job Training (Grade 12, job entry)

Marketing Services Seminar will be developed for Grade 12 college preparatory students. Recommended elective courses include:

-- Accounting
-- Recordkeeping
-- Business and Consumer Mathematics
-- Business Communication
-- Oral Communication
-- Typewrit[illegible]
-- Busin[illegible]
[illegible] n to Business
[illegible]
-- [illegible]logy
-- The Corporation

Five specialty students received awards at a southeastern Wisconsin career development conference, and the specialty was cited as outstanding.

Word Processing

Training in the operation of a variety of electronic typewriters prepares Word Processing students for entry-level and supervisory-level jobs in banks, hospitals, insurance firms, law offices, and manufacturing and utility companies. In 1980-1981, there were 81 juniors and seniors enrolled in the specialty and 84 freshmen and sophomores in the prerequisite typing classes.

Word Processing I and Advanced Word Processing are the specialty courses. Students learn to operate several makes of word processing machines and electronic typewriters. They also receive training in language, typing, and transcription. A cooperative office education program enables seniors to receive additional training in Milwaukee business firms. There are many job opportunities waiting for graduates of this program.

The project's equipment budget financed two typewriters and other equipment and supplies for the Word Processing Specialty.

ESAA TITLE VI MAGNET PROGRAM
OFF-CAMPUS EXPERIENCE, CAREER SPECIALTIES, 1980-1981

SCHOOL: **HAMILTON** SPECIALTY: **WORD PROCESSING**

ORGANIZATION OR BUSINESS	TYPE OF EXPERIENCE	NUMBER OF STUDENTS	GRADE LEVEL(S)	DURATION OF EXPERIENCE (Number of days and periods per day)
First Wisconsin National Bank, Word Processing Society	Information seminar field trip	31	11-12	Three periods, p.m.
"Exposium '81" at Mecca - Word processing convention/exhibition	Demonstration/display of word processing equipment	50	"	Three periods, a.m.

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: HAMILTON

PROGRAM: MARKETING AND WORD PROCESSING

DATE	STUDENT ACTIVITY	SITE	REMARKS
September and November 1980, May 1981	Students are performing for national and local visitors in the demonstration of the word processing equipment.	Hamilton	Visitors from Brown Deer High; Kenosha High; Wauwautosa High; New Berlin schools; Baton Rouge, Louisianna
	Word Processing students are preparing letter and documents for the local administration and guidance offices.	"	Human relations letters to parents, athletes' letters, displays, etc.
May 1981	Word Processing students are learning to operate the newly-acquired IBM 75.	"	Operation to date includes keyboarding, memory use, phrase memory use.

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: HAMILTON

PROGRAM: MARKETING AND WORD PROCESSING

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
10/31/80 to 11/2/80	Louisville, Kentucky	Students were involved in conferences, seminars designed to improve their human relation skills, and leadership abilities.				5
11/3	Southridge Merchants Association	Retail store seminar				9
11/7	MATC	Benefique of Fashion Show - Marketing seminars, model's workshop				6
11/10	Southridge	Inventory performance observation at a local retailer				14
1/6/81	WCTI, Southeastern Wisconsin Career Development Conference	Participate in a business and marketing competition to evaluate student skills				12
1/7	MATC, Milwaukee Intra-City Marketing and Distributive Education Conference	Local business person evaluating students' knowledge and attitudes				18
1/28	Brookfield, Wisconsin	Conduct physical inventory				16
2/6	Madison, Wisconsin	Youth organization screening for state officer candidates				3
3/6	First Wisconsin Center	Word Processing Society Information Seminar - Concepts, career opportunities, word processing center activities at First Wisconsin				31
3/12 to 3/14	Wisconsin Career Development Conference	Marketing competition, youth organization, human relations skills, leadership development				10
3/18	MBTI Newspapers Inc.	Tour/seminars				22

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: HAMILTON

PROGRAM: MARKETING AND WORD PROCESSING

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
3/27	Retail Inventory, Southridge Shopping Center	Conduct physical inventory				8
4/2	Hamilton	Multi-media presentation, "Power Play", human relations activity				250
4/3	Word Processing Society's "Exposium '81" at Mecca	Exhibition and demonstration of the latest word processing equipment and related equipment				50
5/18	Marshall & Ilsley Bank, Milwaukee	Tour and discussion, money management				34
5/28	Montgomery Wards; Hyatt International; Chicago, Illinois	Mail order merchandising, marketing of a service				48

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ESAA TITLE VI MAGNET PROGRAM
TECHNICAL ADVISORY COMMITTEE, 1980-1981

SCHOOL: HAMILTON   PROGRAM: MARKETING

COORDINATOR: R. J. YANKUS

NAME Last First	TITLE	ORGANIZATION
Dugan, Donald	Manager	Homan Jewelers
Auerkamp, Jerry	Owner	American Fund Raising
Schmidt, Robert	President	Tower Special Facilities
Larson, Gary	General Manager	Poppin Fresh Restaurant
Powell, Karl	Supervisor	Milwaukee Public Schools
Yankus, Ray	Marketing Program Implementor	Hamilton High School

SCHOOL: HAMILTON   PROGRAM: WORD PROCESSING

COORDINATOR: FREDERICK O. BOEHME

NAME Last First	TITLE	ORGANIZATION
Rantanen, Regina	Supervisor	First Wisconsin National Bank, Milwaukee
Schultz, Loretta	Vice President	Word Processing Innovators, Inc.
Perry, Richard	Manager	Blue Cross-Blue Shield
Peck, Phyllis	Office Manager	Allis-Chalmers
Hensen, Camille	Supervisor	Northwestern Mutual Life Insurance Company
Boehme, Frederick	Teacher, Program Implementor	Hamilton High School
Yankus, Carole	Teacher	"
Katzer, Ronald	"	"
Thill, Carolyn	Supervisor	Office Education

PULASKI

TRANSPORTATION

TRANSPORTATION - PULASKI

The Transportation Magnet was implemented at Pulaski High School in 1978-1979 following a planning year funded by ESAA Title VII. In 1980-1981, the enrollment was 294 including 32 part-time students.

The Transportation Magnet prepares students for careers or further training in a variety of truck, rail, ship, and air transportation positions, with future opportunities from dispatcher to terminal manager. In 1980-1981, there were 183 students in Truck Operations and 111 in Transportation Office.

The program includes six strands: Transportation Office; Traffic Management; Truck Operations; Diesel Technology; Auto Body Technology; and Vehicle Diagnosis and Repair. Traffic Management is the college preparation strand. All other strands prepare students for job entry. Extensive shop facilities are available for specialty courses.

Survey of Transportation Careers is required of all ninth-grade enrollees and Driver Education of tenth graders. Course work in specific strands begins in tenth grade.

Required specialty courses are:

Transportation Office - Typing, Accounting, Transportation Office, and Business Mathematics

Seniors have Typing Workshop and either Business Communication or Computer Concepts, Office Education, and On-the-Job Training.

Traffic Management - Transportation Office, Computer Concepts, Typing, Commercial Transportation, Transportation Seminar, and Business Management or Traffic Management and On-the-Job Training

The remaining four strands require: Basic Industrial Arts (Power/Electric) at grade nine; Power and Transportation 1 and Industrial Communications (Power) at grade ten; and Power and Transportation 2, except for the Truck Operations strand, at grade eleven. Industrial Cooperative Education and On-the-Job Training are twelfth-grade options. Additional specialty requirements are:

Truck Operations - Introduction to Truck Driving, Professional Truck Driving, and Vehicle Maintenance

Auto Body Technology - Auto Body 1 and 2

Diesel Technology - Diesel Technology 1 and 2

Vehicle Diagnosis and Repair - Diesel Technology 1 and Vehicle Diagnosis and Repair

In 1980-1981, the curricula were completed and refined to assure incorporation of basic skills and a multi-cultural emphasis; construction of a large, fully-equipped diesel shop was completed; and the Auto Body and Vehicle Diagnosis and Repair strands were initiated.

The new diesel shop will open in Fall 1981.

ESAA Title VI supplied $221,470 for seven teachers and one paraprofessional; vehicle insurance, rental, and maintenance; equipment including Engine Rebuilding/Analyzation equipment; supplies; and field trips.

ESAA TITLE VI MAGNET PROGRAM - STUDENT ACTIVITIES

SCHOOL: **PULASKI**

PROJECT: **TRANSPORTATION CAREER**

DATE	STUDENT ACTIVITY	SITE	REMARKS
May, 1980	Dan Erlitz	Pulaski High School	1980 Transportation Student of the Year - Awarded by Delta Nu Alpha
May, 1980	Edward Stribling	Pulaski High School	1980 Transportation Student of the Year - Awarded by Delta Nu Alpha
May, 1980	Sue Kozinski	Pulaski High School	1980 Award of Merit - Awarded by Delta Nu Alpha
May, 1980	Jane Maslanka	Pulaski High School	1980 Award of Merit - Awarded by Delta Nu Alpha
May, 1980	Todd Sandmire	Pulaski High School	1980 Award of Merit Awarded by Delta Nu Alpha
May, 1980	Howard B. Davenport	Pulaski High School	Educator of the Year - 1980 - Awarded by Delta Nu Alpha

ESAA TITLE VI FIELD TRIPS
1980 - 1981

MAGNET PROGRAM: TRANSPORTATION CAREER

SCHOOL: PULASKI

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS K-2	3-6	7-9	10-12
11/3/80	None	--				
2/13/81	AMC Plant, Kenosha, WI	To better inform our Career Students of the opportunities available to them in industry. It will also provide minority and majority youngsters with a unique opportunity of observing adults working together in their chosen field.				40
3/11/81	Express Freight, Milw.	"				50
4/6/81	Yellow Freight	"				35
4/14/81	G. M. Plant, Janesville, Wisconsin	"				42
4/28/81	Express Freight, Milw.	"				30
4/28/81	Foreway Express	"				25
4/29/81	Foreway Express	"				25
5/4/81	G.M. Plant, Janesville, WI	"				35

ESAA TITLE VI MAGNET PROGRAM
TECHNICAL ADVISORY COMMITTEE, 1980-1981

SCHOOL: PULASKI PROGRAM: TRANSPORTATION

COORDINATOR:

NAME Last	First	TITLE	ORGANIZATION
Berg	Donald	Terminal Manager	Jones Motors
Charney	Howard	Branch Manager	Mutual Truck Parts Co., Inc.
Goretski	Rodney	Sales Representative	
Hibbs	John		Federal Highway Administration
Karwick	Russell		Motor Vehicle Department
Kellner	William	Assistant Traffic Manager	J.C. Penney Co., Inc.
Kennedy	David	Branch Manager	Cummins Wisconsin, Inc.
Konrad	Robert	Territory Manager	Shell Oil Company
Kulla	George	President	Wisconsin Motor Carrier Safety Council
Labbot	Bob	Superintendent	Transportation and Equipment Div., Wisconsin Electric Power & Natural Gas Company
Miles	Stan	District Service Engineer	Parts and Service Division Ford Motor Company
Posto	Don	Supervisory Foremen	Motor Equipment Wisconsin Telephone Company
Schmidt	Gerald	President	DeBack Cartage Co., Inc.
Schulist	Terry	Sales Department	CW Transport Incorporated
Schward	Harold	Director of Maintenance	Olsen Truck Leasing, Inc.
Seager	Wally	Business Agent	Association Machinists and Aero Space Works
Steffke	Steve		Foreway Express Inc.
Unold	Betty	Parts and Service Director	Braeger Chevrolet, Inc.
Vickery	William		
Wolf	Robert		Trans-Personnel, Inc.

BAY VIEW

VISUAL and PERFORMING ARTS

VISUAL AND PERFORMING ARTS - BAY VIEW

The 1980-1981 school year was the third year of ESAA Title VI funding for the Visual and Performing Arts Magnet at Bay View High School. Art and music courses began in 1976 and dance and theatre in 1977. In 1980-1981, there were 512 (453 full-time and 59 part-time) enrollees in "within-school" programs which explored art, music, dance, or theatre as career opportunities, most of which require post-high school training.

The Visual and Performing Arts Specialty Program is multi-disciplinary and interdisciplinary. Students specialize in one of the fields but share experiences in the other arts as well. They have many opportunities to perform. High professional standards are the rule in all fields. Many field trips are taken to concerts, plays, and art centers. Arts professionals with studios at MPS Lincoln Center also work with program students.

A ninth-grade Art Foundations course is a prerequisite for the Art Magnet, which emphasizes design. Requirements are: Design Studio and Art Careers Seminar at Grade 10; Art History and a studio elective (Environmental Design, Crafts Concepts, or Advanced Drawing and Painting), and one arts elective at Grade 11; and Art Careers Workshop (off-campus training) plus one of the above studio courses at Grade 12. Other art electives include eight courses in arts and crafts and commercial art. The Art History class is held at the Milwaukee Art Museum. Careers ranging from designer to architect can evolve from the Art Magnet. In 1980, a senior internship program started in which students spend part of three days per week with community artists or agencies in fields such as architecture, photography, and museum work. Students enter many competitions. Their murals enhance the school and the city, including City Hall and a church. Enrollment was 150 in 1980-1981.

Dance prepares students for associated entry-level careers as performers, make-up specialists, dance equipment sales persons, and so forth. Students may also continue with post-high school training leading to positions as teachers or directors. Ninth-grade students take Foundations of Dance. Specialty courses in dance include ballet and modern, jazz composition, and advanced technique for Grades 10 through 12. Inter-Arts Seminar, being developed for Grade 12, will cover interrelationships between the arts. Enrollment was 118.

Music prepares students either for advanced studies leading to careers in music performance or education, or for job-entry in areas such as music sales and typist. Membership in an advanced performing group is a prerequisite for the Music Specialty. Required specialty courses in the tenth grade are Sight Reading and Ear Training, and Exploring Careers in Music. Grade 11 students must enroll in Music Theory 2, Eras of Music, and Performance Workshop. Senior requirements include Performance Workshop (small ensembles), Composition, and Conducting. Enrollment was 123.

The Theatre Specialty provides groundwork for further study leading to careers in acting, costume and set designing, directing, lighting, and others.

Enrollees must be willing to stay for activities beyond the school day. Required specialty courses are Theatre Arts Workshop at Grades 9, 10, and 11, and Community Theatre-Production at Grade 12. These are daily two-hour classes involving students in all of the theatre arts. The Grade 12 production course is devoted to performances at hospitals, schools, and adult centers. The specialty's Act One Theatre Company presented a Shakespeare showcase at the Milwaukee Performing Arts Center in Spring 1981. Many students are hired by area theatre groups for after school and summer work. Enrollment was 93.

Several new offerings are being developed: Introduction to Music, Ballet I, Senior Dance Program, and Inter-Arts Seminar. Introduction to Theatre is being modified.

ESAA Title VI awarded $199,216 to the Visual and Performing Arts Program for 7.5 specialty and curriculum writing teachers and to supplement School Board funds for supplies, consultants, royalties, and field trips.

ESAA TITLE VI MAGNET PROGRAM
OFF-CAMPUS EXPERIENCE, CAREER SPECIALTIES, 1980-1981

SCHOOL: BAY VIEW SPECIALTY: VAPA - ART SPECIALTY

ORGANIZATION OR BUSINESS	TYPE OF EXPERIENCE	NUMBER OF STUDENTS	GRADE LEVEL(S)	DURATION OF EXPERIENCE (Number of days and periods per day)
Milw. Public Museum	Museum Artist	2	12	3 days/3 periods per day
Milwaukee Art Center	Curator	2	12	3 days/3 periods per day
Cent. Office, Milw. Public Schools	Staff artist, layout, design, etc.	1	12	3 days/3 periods per day
Milw. Rep. Theatre	Costume and fashion design	1	12	3 days/3 periods per day
Milw. School of Photography	College - Intro. to photography	1	12	3 days/3 periods per day
Milw. School of Design	College - Freshman Design	1	12	3 days/3 periods per day

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: BAY VIEW PROGRAM: ARTS CAREER

DATE	STUDENT ACTIVITY	SITE	REMARKS		
			SPECIALTY	# OF PARTICIPANTS	GRADE LEVEL
9/28/80	Participate - annual "Drama Day"	Marquette U. - Milw.	Theatre Tour, performance, workshops	36	9-12
10/23	Perform - State Music Convention	Madison, Wis.	Music Chamber Orchestra Invitational	15	10-12
10/31	Perform/Taping - 1/2 hr. T.V. Show	T.V. Ch. 4, Milw.	Dance "Idea Shop" - Library Production Aired 11/15/80 (2 lecture follow-up)	20	10-12
11/13-15	Performance "Tea House of the August Moon"	B.V. Auditorium 3 evening performances	Dance/Music/Art/Theatre Not specialty production 15+ specialty students involved		
12/5	Participate - annual "Fine Arts Day"	Alverno Coll.-Milw.	Music/Dance Tour, Workshops, Classes, Perform, Discuss	84	9-12
12/7	Perform - Christmas Play	Veteran's Hospital - Wood, Wis.	Theatre	15	10-12
12/9-12	Perform - One Act Plays	B. View Act One Theatre	Theatre Lunch Hr. 4/5/6 productions, open to all	300-400	9-12
12/12	Perform - Christmas Recital	Allis Art Library - Milwaukee	Music 100 parents & friends, evening reception	15	10-12
12/17	Lecture - Career Day (Traut, Implementor)	Roosevelt Middle Sch.	Slide/Tape talk "Careers in the Arts" (50 students)		
2/6/81	Performance - Auditorium program	North Div. High-Milw.	Dance Invitational performance (all-school)	11	11-12
2/24	Participate - annual "Theatre Festival"	Mt. Mary College-Milw.	Theatre/Dance/Music Workshop (acting, directing, vocal tech)	168	9-12
2/26	Perform - auditorium program	V. Berger Elem. Sch.	Dance Invitational performance (all-school)	11	11-12
3/4	Performance - B.V. Chamber Orch.	Milw. Public Schools King/Parkman/Elm	Music Invitational, recruiting & enjoy.	15	10-12
3/9	Perform - Imagination Celebration Opening ceremonies	Rotunda, Milw. City Hall	Music Jazz and Chamber Groups	25	10-12
3/10	Perform - Imagination Celebration	Hyatt Regency Hotel	Theatre "Excerpts from Shakespeare"	12	10-12

ESAA TITLE VI MAGNET PROGRAM
STUDENT ACTIVITIES, 1980-1981

SCHOOL: BAY VIEW PROGRAM: ARTS CAREER

DATE	STUDENT ACTIVITY	SITE	REMARKS		
			SPECIALTY	# OF PARTICIPANTS	GRADE LEVEL
3/26-28	Perform - Major Production 2 matinees, 2 evenings	Lincoln Center-Milw.	Theatre Shakespeare Collage "Such Stuff as Dreams Are Made Of"	50	9-12
4/29	Perform - B.V. Chamber Orch.	Elementary Schools Palmer/Golda Meier	Music Invitational - Recruit - Enjoyment	15	10-12
5/7-10	Performance - All-School Production "Superman, Musical"	B.V. Auditorium Matinees & Evenings	Dance/Music/Theatre Not specialty production, however 30+ specialty students involved.		9-12
5/26	Perform -Milw. County Festival Showcase "Such Stuff as Dreams are Made On"	Todd Wehr Theatre P.A.C. - Milw.	Theatre Award-winning - public performance	50	9-12
6/1	Perform "Curious Savage"	B.V. Act One Theatre	Theatre Jr/Sr Showcase, evening performance	20	11-12

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: BAY VIEW PROGRAM: ARTS CAREER

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
9/15/80	Pabst Theatre	Performance (perf.) "Cyrano" (Theatre & Music)			20	60
9/16	Milwaukee County Zoo	Study animal movements (Dance)				30
9/24	Spring Green, Wisconsin	Tour, performance, talk back, American Players (Theatre)				36
10/3 & 5	Performing Arts Center	Perf., Milwaukee Ballet Co., (Dance & Music)				40
10/16	" " "	Perf., Milwaukee Opera, "Carmen" (Music)				14
10/18	" " "	Concert, Milwaukee Symphony Orchestra (Music)				19
10/28	" " "	Perf., Royal Winnepeg Ballet (Dance)				4
10/29 & 11/2	" " "	Perf., musical "Ain't Misbehavin'" (Art, Dance, Music, Theatre)			15	36
11/7 & 11/9	" " "	Perf., Milwaukee Ballet (Music, Dance)			10	30
11/20	University of Wisc, - Milw.	Tour Art Dept. College plans (Art)				50
11/22	Performing Arts Center	Perf., Florentine Opera, "Don Pasquale" (Music)				14
11/25	Chicago Art Institute	Walk tour, city sculptures & museums (Art)			40	56
12/3	Performing Arts Center	Concert, coffee prelude youth (Music)			30	54
12/10	Lincoln Center, Milwaukee	Dance performance, Bauer Co. (Dance)				30
12/11	Racine, Wisconsin	Porter's Furniture, Wustum (Art) Museum				48
1/9/81	Performing Arts Center	Concert, Milw. Symphony Orch., Youth Prelude (Music)				20
2/2	UW-Milw. - Union	Art Gallery, Dance Dept. exhibit & perf. (Dance)				31
2/8 & 2/13	Pabst Theatre	Perf., Milwaukee Ballet (Dance, Music)			10	30
2/13	Performing Arts Center	Concert, Milw. Symphony Orch., Youth prelude (Music)				19
2/13	" " "	Perf., Ballet of Mexico "Folklorico" (Dance)				16
2/17 &	" " "	Perf., Alvin Ailey Dance Co. (Art, Dance, Music, Theatre)			20	25
2/17	Milwaukee Art Center	View scholastic art exhibit (Art)			20	46
2/20	Metropole Theatre, Milw.	Perf., Milw. Dance Co. (Dance)				22
2/26 & 2/27	Performing Arts Center	Perf. "Elephant Man" (Art, Theatre)				20
3/6	Alverno Coll., Milw.	Perf., Peter Baime, Guitar (Music)				23
3/13	Capitol Bldg., Madison, WI	Rotunda Youth Art Month exhibit & meet governor (Art)				30
3/13	Lincoln Ctr., Milw.	Master Dance Class (Bauer) (Dance)			20	36

ESAA TITLE VI MAGNET PROGRAM
FIELD TRIPS, 1980-1981

SCHOOL: BAY VIEW

PROGRAM: ARTS CAREER

DATE	LOCATION	PURPOSE	NUMBER OF PARTICIPANTS			
			K-2	3-6	7-9	10-12
3/20	Performing Arts Center	Perf., "Vienna Choir Boys" (Art)				15
3/21	" " "	Opera perf. "La Gioconda"				14
3/27	" " "	Milw. Symphony Orch. Youth Series (Music)				20
3/30 & 31	" " "	Mime perf. "Marcel Marceau" (Dance, Music, Theatre)			8	25
3/31	Pabst Theatre	Perf., Royal Ballet of Flanders (Dance)				4
4/4	Univ. of Wis.-Milw.	Dance Day, Perform. & workshop (Dance)				20
4/7	Performing Arts Center	Perf., "Les Ballet Trokadero" (Dance)				6
4/10	" " "	Milw. Symphony Orch. Coffee Prelude (Music)				20
4/10	Alverno College, Milw.	Dance Day, workshop and demo. (Dance)				17
4/10	Performing Arts Center	Perf., "Bill Cosby" (Art)				15
5/4	Lincoln Center, Milw.	View Bauer Dance performance (Dance)				30
5/7	Chicago Art Inst. & Museum of Modern Art	View current art shows (Art)			40	50
5/11	Wisc. Conserv. of Music	Attend master classes, workshops (Music)			15	35
5/15	Performing Arts Center	Perf., Milwaukee Ballet (Music)				
5/17	" " "	" " " (Dance)			10	30
5/28	Lincoln Center, Milw.	Perf. & workshop "Dance Week" (Dance)				30
6/16	Performing Arts Center	Perf., "Playing our Song" (Music)				20

ESAA TITLE VI MAGNET PROGRAM
INSERVICE TRAINING, 1980-1981

SCHOOL: BAY VIEW

PROGRAM: ARTS CAREER

DATE	SUBJECT COVERED	SPECIALTY AREA	NUMBER OF PARTICIPANTS	CONSULTANT(S)
10/13/80	All school (11 & 12 gr.) 400 students Performance, workshop - talk back	Music	75	U.S. Air Force Academy Choir
10/14	Advertising Art as Career	Art	40	Laurel Tucker, Milw. Ad. Club
10/20	Music Performance practises (critic)	Music	100	Debra Hogan, vocalist
10/20-24	Make up - history, use, application	Theatre	75	Scott Gore, U.W.M.
10/21-12/15	Electronic music composition (Synthesizer classes)	Music	50	Mark Mantel
10/01-12/15	Musical Comedy, dance choreography	Dance	100	Pam Kriger
11/20	Music Dept. & Specialty performance/talk-back	Music	150	U.W. Symphonic Orches. (75 pcs.)
11/20	Dance, a critic's view	Dance	40	Wynn Delacoma, Milwaukee Journal
1/27/81	Performance, Opera, "The Telephone"	Music, Art & Dance	100	Josephine Buccalacci - Milwaukee Opera Co. (3 members)
2/05	Design Schools in the U.S.— Where, How Much	Art	75	Parsons School of Design Registrar
2/12	Performance for all music students & master Orch. class	Music	100	Lawrence Univ. Orch. (75 pcs.)
2/18	Art Animation as Career	Art	50	Miroslow Kijowicz, animator consultant
3/01- 5/01	Mondays, Dance Choreography	Theatre & Dance	50	Ann Sexton, U.W.M.
3/11	Acting Workshop, Integrating the Arts	Theatre	75	Shades of Grey, INTA-ARTS sponsored troupe
3/12	Violin recital, choral wksp. & performance	Music	60	Alverno College Singers (35 voices)
3/24	Auditorium program, Integrating through the Arts	Theatre	500	Afri-Productions, INTA-ARTS sponsored

ESAA TITLE VI MAGNET PROGRAM
INSERVICE TRAINING, 1980-1981

SCHOOL: BAY VIEW

PROGRAM: ARTS CAREER

DATE	SUBJECT COVERED	SPECIALTY AREA	NUMBER OF PARTICIPANTS	CONSULTANT(S)
4/14	Gallery show, lecture - personal works	Art	75	Dino Maniacci - former Bay View student
4/27- 5/15	Classes on portfolio plan, book-binding, silk screen design	Art	100	Paul Krajniak—Grad. Student U.W.M.
4/29	Performance, "Godspell"	Music/Theatre	150	Carroll College Swing Choir (25 voices)
4/30	Book Illustrations, Commercial Art	Art	60	Meri Berghauer, Commercial Illustrator
5/20	Demo. & Workshop Afri- & Ethnic Dances	Dance	40	Deanna Anderson
5/26	Musical Instrument Repair	Music	50	Gene Jaswicki - Music store owner & repairman
6/04	Careers in Music - Music critic	Music	100	Roxanne Orgill, Milwaukee Journal
6/09	Music and profession Voice (Opera)	Music	75	Mary Scoville, Milwaukee Opera Co.

ESAA TITLE VI MAGNET PROGRAM
TECHNICAL ADVISORY COMMITTEE, 1980-1981

SCHOOL: BAY VIEW PROGRAM: ART

COORDINATOR: -

NAME Last	First	TITLE	ORGANIZATION
Anderson	Kent	Curriculum Specialist	Milwaukee Public Schools
Collins	Earl	Art Supervisor	Wisconsin Department of Public Instruction
Doornek	Richard	Supervisor/Art Education	Milwaukee Public Schools
Green	Edward	Art Director	Milwaukee Public Museum
Harper	Frank	Principal	Bay View High School
Horner	Thomas	Art Instructor	Bay View High School
Leenhouts	Lillian	Architect	American Institute of Architects
Milbrath	Harold	Head	Graphic Arts, MATC
Muscha	Colleen	Costume Designer	Milwaukee Repertory Theatre
Sijan	Marc	Craftsman	Sijan Images
Traut	Jack	Arts Coordinator	Bay View High School
White	Jack	Director	Milwaukee School of the Arts
Dukes	Florence	Executive Director	Inner City Arts Council
Eigen	Barry	Busman	Bay View Business Community
Stocki	Thomas	Art Director	WTMJ
Weiss	Murray	Director	Milwaukee Center for Photography

ESAA TITLE VI MAGNET PROGRAM
TECHNICAL ADVISORY COMMITTEE, 1980-1981

SCHOOL: BAY VIEW PROGRAM: DANCE

COORDINATOR: Jack Traut -

NAME Last	First	TITLE	ORGANIZATION
Grant	Sarah	Chairperson, Expertise in Ethnic Dance	North Division High School
Saluman	Betty	Artistic Dance Director	Dance Circus Limited
Voit	Randall	Director	Milwaukee Ballet Company
Cohn	Ginka	Dancer, Teacher & Member	Milwaukee Modern Dance Council
Wenzler	William	Parent	
Fronk	Barbara	Dance Instructor	Career Specialist-Bay View High
Johnson	Gwen	Dance Instructor	Career Specialist-Bay View High
McLaughlin	Robert	Curriculum Specialist (Health and Phy Ed)	Milwaukee Public Schools
Harper	Frank	Principal	Bay View High

ESAA TITLE VI MAGNET PROGRAM
TECHNICAL ADVISORY COMMITTEE, 1980-1981

SCHOOL: BAY VIEW PROGRAM: VISUAL & PERFORMING ARTS - MUSIC

COORDINATOR: Jack Traut

NAME Last	First	TITLE	ORGANIZATION
Downey	John	Professor of Theory & Composition	University of Wisconsin-Milwaukee
Kramer	Toba	President	Wisconsin Conservatory of Music
Morrisette	Eugene	Supervisor, Music Dept.	Milwaukee Area Technical College
Schmid	William	Assoc. Professor - Music Education	University of Wisconsin-Milwaukee
Denoyer	Charmaine	Music Instructor - Career Specialty	Bay View High School
Ferrari	Danilo	Music Curriculum - Specialist	Department of Elementary & Secondary Education
Watson	Jack	Music Instructor - Career Specialty	Bay View High School
Harper	Frank	Principal	Bay View High School

ESAA TITLE VI MAGNET PROGRAM
TECHNICAL ADVISORY COMMITTEE, 1980-1981

SCHOOL: BAY VIEW

PROGRAM: VISUAL & PERFORMING ARTS-THEATRE

COORDINATOR: Jack Traut

NAME Last	First	TITLE	ORGANIZATION
Gillum	Jack	Director	Milwaukee Players
Kemmer	Gene	Business Manager	Local 18, Alliance of Theatrical Stage Employees
Klassen	Robert	Chairman-Dept. of Theatre	Marquette University
Brownell	Jess	Managing Director	Pabst Theatre
O'Connor	Sara	Managing Director	Milwaukee Repertory Theatre
Reed	Penelope	Director	Alverno College Theatre
Robbins	Sanford	Chairman-Dept. of Theatre	University of Wisconsin-Milwaukee
Harper	Frank	Principal	Bay View High School
Bruss	Carol	Instructor-Career Specialty	Bay View High School
Karls	John	Curriculum Specialist/ English Language Arts	Milwaukee Public Schools

EVALUATION

Evaluation provided three services:

1. Assessment of the extent to which program objectives were met, or summative evaluation
2. A monitoring system of the implementation of project activities, or process evaluation
3. Special studies conducted at the request of Magnet Program personnel

This section reports the methods and findings of the summative and process evaluations and of the special studies.

Summative Evaluation

Objectives to be evaluated were developed by the Research Department with the cooperation of curriculum supervisors and the approval of the Advisory Committee. Table 5, the Evaluation Chart, indicates for each objective its instrumentation, time table, and the expected standard of accomplishment.

A report for each objective follows the chart.

TABLE 5

EVALUATION CHART

OBJECTIVE	INSTRUMENTATION	TIME TABLE	STANDARD
I) To reduce the effects of racial isolation through school option programs such that:			
A - at least 85 percent of project students will report, on a locally-developed survey, improved multi-ethnic understanding and appreciation.	Local development of survey	January 1981	Historical baseline indicates 85 percent to be reasonable expectation.
B - the performance of project pupils in reading and mathematics in Grades 3 and 7 will exceed system performance levels.	Metropolitan Achievement Tests	May 1981	1979-1980 baseline data
C - at least 85 percent of project student parents will indicate, on a locally-developed survey, satisfaction with the educational program in the school their children attend.	Local development of survey	May 1981	Historical baseline data indicates 85 percent to be reasonable expectation.
II) At least 75 percent of the pupils participating in the environmental education program will show mastery (80% or more correct items) of environment concepts when tested at the end of the school year with a locally-developed instrument.	Local development of environment education test according to principles of good test construction	May 1981	Seventy-five percent mastering 80 percent of content represents experience and professional judgement of staff members.
III) The performance of multi-language project pupils in Grade 3 will exceed that of a sample of monolingual pupils in respect to English language arts as measured by end-of-school-year test administration.	Metropolitan Achievement Tests	May 1981	Comparison group

TABLE 5 (Cont'd)

OBJECTIVE	INSTRUMENTATION	TIME TABLE	STANDARD
IV) To improve psychomotor and cognitive achievement through a health, science, and physical education program so that:			
A - at least 70 percent of the participating pupils will surpass the 50th percentile level of fitness on the Youth Physical Fitness Test developed by the President's Council on Physical Fitness and Sports.	National Physical Fitness Test	May 1981	Seventy percent exceeding 50th percentile is based on historical baseline data.
B - participating pupils will display a significant improvement in knowledge relative to health education/science based on locally-developed pretests and posttests.	Local development of health education test according to principles of good test construction	September 1980 May 1981	Statistically-significant difference (5% level)
V) At least 90 percent of the students participating in each high school Magnet specialty program will show on locally-developed instruments administered at the end of the project year that:			
A - they are satisfied with their school program.	Local development	May 1981	Historical baseline indicates 90 percent to be reasonable expectation.
B - they (non-graduating students) intend to re-enroll during 1981-1982.	Local development	May 1981	Historical baseline indicates 90 percent to be reasonable expectation.

TABLE 5 (Cont'd)

OBJECTIVE	INSTRUMENTATION	TIME TABLE	STANDARD
V) (Cont'd)			
C - they have mastered 75 percent or more of the grade-level subject matter indigenous to the career specialty of their choice.	Local development according to principles of good test construction	May 1981	Experience and judgement of staff members indicate 75 percent to be reasonable expectation.
VI) To enable Magnet school students at the high school level to attend school with fewer absences and suspensions than the city-wide rate during the 1980-1981 school year, as indicated by school and district records in June 1981.	District attendance records	June 1981	Lower rates of absences and suspensions for project students will be evidence of success.

OBJECTIVE IA

To reduce the effects of racial isolation in the Milwaukee Public Schools such that at least 85 percent of project students will report, on a locally-developed survey, improved multi-ethnic understanding and appreciation

The objective was assessed in March 1981 in 12 Magnet Program sixth grades and 12 traditional sixth grades. Comparison schools were desegregated traditional schools located near Magnet schools. Two surveys, one assessing "understanding" and the other "appreciation", were conducted in one class at each school. The curriculum supervisor for social studies cooperated in the development of the two surveys.

Multi-Ethnic Understanding

For the purpose of this objective, increased multi-ethnic understanding was defined as new information acquired during the current school year about Asian, Black, American Indian, Hispanic, and European ethnic groups. Information categories included customs, holidays, food, music, language, clothing, and famous people. Each class with its teacher was interviewed as a group by the evaluator, following a short illustrated discussion about ethnic groups in Milwaukee schools. Tabulations were made of the categories of information newly acquired in school during the current year for each ethnic group. The criterion for increased understanding required studies of four of the seven information categories of at least three ethnic groups.

Six of the 12 Magnet classes (Elm, Goodrich, Sherman, Sixty-Seventh Street, Townsend, and Twenty-First Street Schools) and six of the 12 comparison classes (Eighty-First Street, Seventy-Eighth Street, Parkview, Maryland, Barton, and Fairview Schools) met the criterion "increased understanding". In other words, increased multi-ethnic understanding received the same emphasis in traditional as in Magnet sixth grades with six classes in each group reporting "increased understanding" and six not reporting "increased understanding". Neither group achieved the criterion 85 percent increase.

If elementary Magnet Program pupils are expected to develop multi-ethnic understanding in excess of that provided by the traditional curriculum, a program of expanded ethnic studies needs to be developed for their classroom teachers.

Multi-Ethnic Appreciation

Immediately following the group survey of increased multi-ethnic understanding, each sixth grader completed an anonymous survey on which she/he reported any change since the previous year in her/his feelings about ethnic groups other than her/his own.

For the purpose of this objective, multi-ethnic appreciation was considered to be a value judgment based on learning and experience. Pupils were asked, "Compared with last year, do you have better feelings about ethnic groups which are different from your own? the same feelings? worse feelings? or can't you decide?" Each pupil checked the statement describing how she/he felt. Those who selected the statement "I have better feelings" were judged to demonstrate improved multi-ethnic appreciation.

Half of the classes responded to the sequence "better, same, worse, can't decide". Half responded to the sequence "can't decide, same, better, worse". Results revealed that the sequence of statements had no effect on pupil response.

Six hundred and twenty-one sixth-grade pupils were surveyed, 299 in Magnet schools and 322 in traditional schools. Improved multi-ethnic appreciation ("I have better feelings") was indicated by 163 Magnet Program pupils (55%) and 132 comparison pupils (43%). Chi-square analysis showed that the difference between the two groups was significant at the .005 level of confidence ($x^2 = 8.44$). There was great variation in multi-ethnic appreciation gains within both Magnet and traditional schools. Two Magnet programs met the criterion 85 percent improvement: Goodrich International Education School, 93 percent, and Eighty-Second Street Multi-Language School, 89 percent. Among traditional schools, Congress showed the greatest increase, 64 percent.

In summary, on this measure, Magnet Program students did not meet the criterion 85 percent improvement in multi-ethnic appreciation. However, they did demonstrate significantly greater improvement than pupils in traditional schools.

Discussion

Although Magnet Program sixth graders did not demonstrate criterion increases in multi-ethnic understanding and appreciation, their comparison with pupils in traditional schools resulted in two interesting observations:

1) There was improved multi-ethnic understanding (learning) in half of the classes in each group, Magnet and traditional. Learning about various ethnic groups appeared to be a function of curricula presented by the classroom teacher. Multi-cultural understanding did not seem to receive special across-the-board emphasis in the Magnet Program except in schools whose specialties require such emphasis (Multi-Language and International Education).

2) Magnet Program pupils reported significantly greater increases than comparison pupils in multi-ethnic appreciation. The project director

> believes that ethnic diversity is emphasized as a positive value in an informal way in Magnet programs. For example, school staffs are sensitive to program objectives promoting multi-cultural understanding: school principals and their staffs are aware that Magnet funds support desegregation, inservice activities stress ethnic diversity, materials are screened for multi-cultural emphasis, and field trips and consultants stress multi-cultural appreciation. The curriculum supervisor for social studies suggested that the home may be a source for increased multi-ethnic appreciation, assuming that the majority of parents who select integrated specialty schools for their children tend to have greater racial tolerance.

The gains which occurred in multi-ethnic understanding and appreciation did not result from school system planning to address the objective. The evidence indicates that the way to increase multi-ethnic understanding is to introduce systematic ethnic studies. Factors motivating increased multi-ethnic appreciation remain a matter of conjecture and a subject for further study.

OBJECTIVE IB

To reduce the effects of racial isolation in the Milwaukee Public Schools such that the performance of project pupils in reading and mathematics in Grades 3 and 7 will exceed system performance levels

The Reading and Mathematics Tests of the Metropolitan Achievement Tests were administered city-wide by classroom teachers in May. Grade 3 had Elementary Level, Form F, and Grade 7 had Advanced Level, Form F.

In Magnet Programs, 815 elementary and 989 middle/junior high students were tested. Magnet Program students achieved the objective at Grade 3 by having a lower percent of low-scoring students and a greater percent of high-scoring students than system performance. Magnet seventh-grade results equalled but did not exceed system performance.

Magnet third graders again exceeded national as well as city-wide performance and the 1980 Magnet results (Table 6, Figure 2). Seven schools posted an increase over 1980 of at least five percent in the "High" category in reading and four schools in mathematics: Reading = Clement, Eighty-Second Street, Elm, Meir, Hawley, Maple Tree, and Townsend; Mathematics = Eighty-Second Street, Hawley, Maple Tree, and Twenty-First Street. Schools which had at least a five percent decrease over 1980 in the "High" category were: Reading = MacDowell; Mathematics = Clement, Goodrich, MacDowell, and Sherman.

Compared with 1980 reading performance, Audubon Humanities and King Gifted and Talented had smaller proportions of high-scoring students. This was true of mathematics for Audubon Humanities and Kosciuszko Multi-Cultural/Bilingual/IGE. The only improvement occurred in Fritsche's Visual and Performing Arts Program, where the proportion of low scorers decreased and average scorers increased in both reading and mathematics.

Seventh-grade Magnet students equalled system performance (Table 7, Figure 2) but failed to achieve the criterion "exceed".

In summary, the combined third-grade magnets exceeded system-wide achievement and attained the objective. The combined seventh-grade magnets equalled but did not exceed system-wide performance and did not fulfill the objective. There was great variation among individual schools within the third- and seventh-grade levels. This outcome is a repetition of 1980 findings.

TABLE 6

PERCENT OF THIRD-GRADE PUPILS SCORING IN THREE CATEGORIES OF THE DISTRIBUTION METROPOLITAN ACHIEVEMENT TESTS 1981

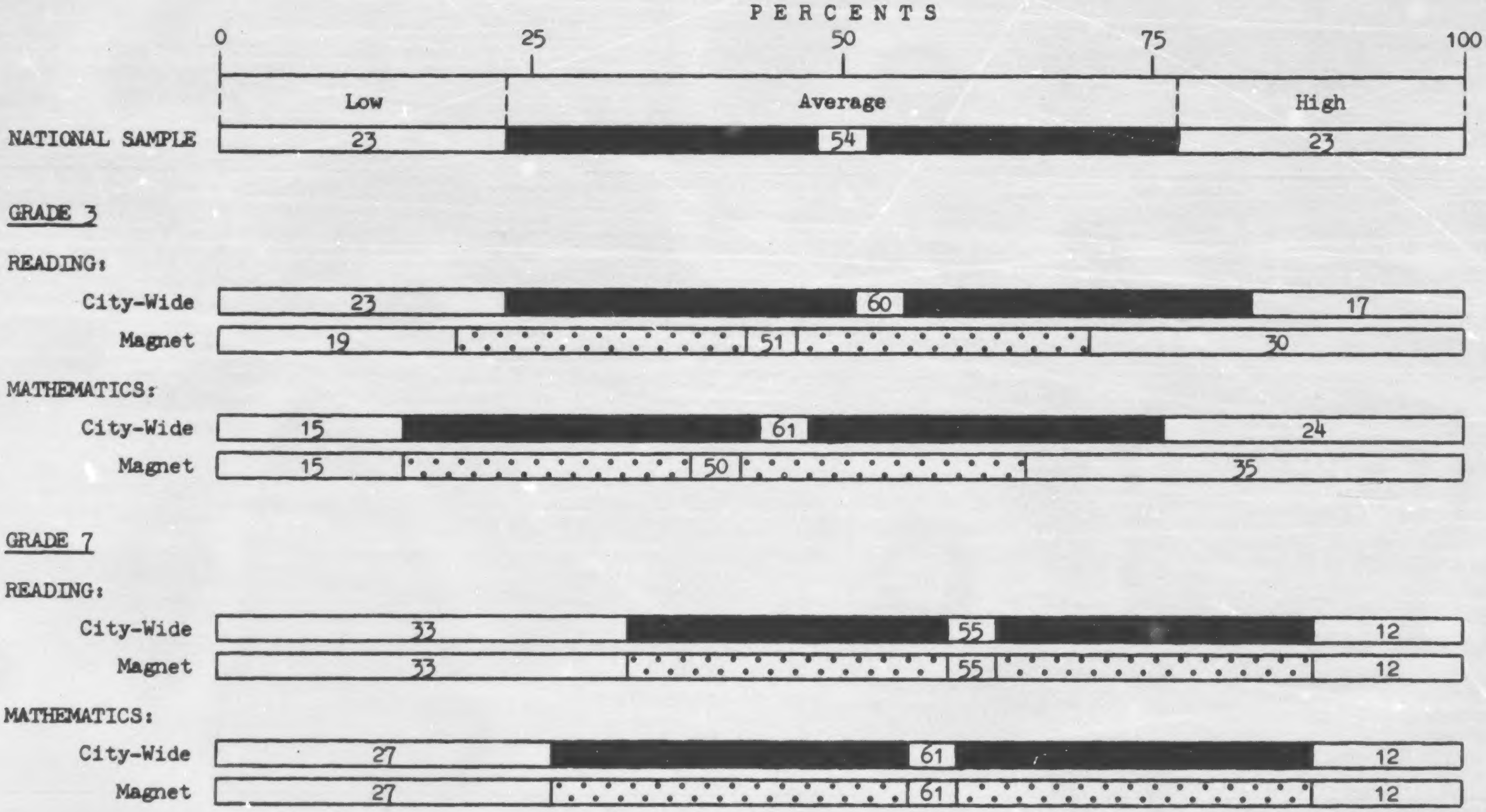
GROUP	NUMBER OF PUPILS	READING Percent Low	READING Percent Average	READING Percent High	NUMBER OF PUPILS	MATHEMATICS Percent Low	MATHEMATICS Percent Average	MATHEMATICS Percent High
Clement	32	9	63	28	32	9	50	41
Eighty-Second Street	44	2	80	18	42	5	64	31
Elm	62	21	37	42	62	16	37	47
Golda Meir	82	0	20	80	82	0	27	73
Goodrich	56	14	64	22	55	7	66	27
Hartford	47	19	47	34	44	27	59	14
Hawley	50	27	59	14	51	20	53	27
MacDowell	73	31	40	29	73	22	49	29
Maple Tree	62	11	63	26	63	11	49	40
Sherman	83	29	53	18	83	28	52	20
Sixty-Seventh Street	41	22	66	12	41	20	63	17
Townsend	89	27	54	19	89	9	61	30
Twenty-First Street	94	21	57	22	94	16	53	31
Magnet Total	815	19	51	30	811	15	50	35
City-Wide Total	5,533	23	60	17	5,471	15	61	24
National		23	54	23		23	54	23

TABLE 7

PERCENT OF SEVENTH-GRADE PUPILS SCORING IN THREE CATEGORIES OF THE DISTRIBUTION METROPOLITAN ACHIEVEMENT TESTS 1981

GROUP	NUMBER OF PUPILS	READING Percent			NUMBER OF PUPILS	MATHEMATICS Percent		
		Low	Average	High		Low	Average	High
Audubon	288	38	55	7	288	32	64	4
Fritsche	327	30	57	13	280	25	61	14
King	112	5	53	42	110	7	42	51
Kosciuszko	262	42	55	3	255	32	65	3
Magnet Total	989	33	55	12	933	27	61	12
City-Wide Total	5,399	33	55	12	5,261	27	61	12
National		23	54	23		23	54	23

FIGURE 2. PERCENT OF PUPILS SCORING IN THREE CATEGORIES OF THE DISTRIBUTION OF THE METROPOLITAN ACHIEVEMENT TESTS: COMPARISON OF MAGNET PROGRAM AND CITY-WIDE PERFORMANCE 1981



OBJECTIVE IC

To reduce the effects of racial isolation in the Milwaukee Public Schools such that at least 85 percent of project student parents will indicate, on a locally-developed survey, satisfaction with the educational program in the school their children attend

Parent satisfaction with Magnet education was addressed in a survey of 16 percent of program parents in March 1981. The survey was taken home by pupils in one upper-primary class at each elementary school, except for Fifty-Fifth Street School where lower primary (highest program level) parents received it. It was mailed to random samples of 75 parents at each middle school and up to 100 parents from each high school program. The parent sample was six percent at the elementary level, 11 percent at middle schools, and 45 percent at high school. A total of 1,754 parents received the survey. Responses were received from 560 parents or 32 percent of the sample.

Item #3 asked the specific question required by the objective. Eleven other items dealt with the achievement of program goals. In addition, parents were asked to comment on the program, field trips, homework, activities, parent involvement, and bussing.

Table 8 shows percent of elementary, middle, and senior high response.

The 83 percent affirmative response to Question #3, "Are you satisfied with the educational program in your child's school?", fell two percentage points short of the criterion, 85 percent.

Over 75 percent of the parents indicated:

-- satisfaction with their child's progress.

-- that their child seems to be happy in school.

Seventy percent reported that:

-- their child receives a better education because of the special Magnet program.

-- they had visited the classroom or teacher.

Over 50 percent felt that their child had a better understanding of other ethnic groups. However, this figure represents a 9-13% drop from the previous two years. Comparison of total parent response to the same survey over the last three years (Table 8) also shows considerable loss of positive parent opinion regarding improved multi-ethnic relationships (Item #5).

Fewer persons attended parent meetings. Fewer students rode school buses.

TABLE 8

MAGNET PARENT SURVEY, SPRING 1981
ELEMENTARY, MIDDLE, SECONDARY, AND PROGRAM TOTAL

		PERCENT RESPONSE					
		Elementary	Middle	Senior High	Total 1981	Total 1980	Total 1979
	NUMBER OF SCHOOLS	14	4	12	31	31	15
	NUMBER OF RESPONSES	136	73	351	560	266	134
1) Does your child seem to be happy in school?	YES	88	86	84	86	88	93
	NO	5	14	15	4	11	6
	NO RESPONSE	7		1	10	1	1
2) Are you satisfied with your child's progress in school?	YES	83	71	75	77	79	80
	NO	16	29	12	15	20	19
	NO RESPONSE	1		13	8	1	1
3) Are you satisfied with the educational program in your child's school?	YES	89	79	81	83	85	86
	NO	10	21	18	16	14	10
	NO RESPONSE	1		1	1	1	4
4) Do you feel that your child is getting a better education because of the special program in her/his magnet school?	YES	76	67	66	70	71	75
	NO	21	32	32	29	26	21
	NO RESPONSE	3	1	2	1	3	4
5) Do you feel that the integration efforts have improved relationships among the various racial/ethnic groups in your child's school?	YES	65	60	32	44	54	59
	NO	30	38	64	53	44	31
	NO RESPONSE	5	2	4	3	2	10
6) Does your child have a better understanding of other ethnic groups because of her/his enrollment in a magnet program?	YES	78	64	43	54	63	67
	NO	20	33	54	43	35	27
	NO RESPONSE	2	3	3	3	2	6
7) Does your child take a school bus to and from school?	YES	62	45	33	42	54	57
	NO	38	55	66	58	45	43
	NO RESPONSE			1		1	

TABLE 8 (Cont'd)

		PERCENT RESPONSE					
		Elementary	Middle	Senior High	Total 1981	Total 1980	Total 1979
	NUMBER OF SCHOOLS	14	4	12	31	31	15
	NUMBER OF RESPONSES	136	73	351	560	266	134
8) Have you visited your child's classroom or teacher during this school year?	YES	96	73	62	71	81	76
	NO	4	27	38	28	18	24
	NO RESPONSE				1	1	
9) Have you attended a parent meeting during this school year?	YES	68	49	36	46	61	49
	NO	31	51	63	54	38	51
	NO RESPONSE	1		1		1	
10) Are you aware that there is a parent advisory committee for your school's magnet program?	YES	63	56	67	64	58	70
	NO	37	44	32	35	41	29
	NO RESPONSE			1	1	1	1
11) Please enter your ethnic background.							
a. American Indian or Alaskan Native	A	1	1	1	1	2	
b. Asian or Pacific Islander	B	1	1	1	1	1	
c. Hispanic	C	3	4	1	2		
d. Black	D	18	21	15	16	24	
e. White	E	68	67	80	76	70	
	ETHNIC MIX	5	3	1	2	1	
	NO RESPONSE	4	3	1	2	2	

As in prior years, parents of elementary pupils reported far greater satisfaction than did middle and high school parents.

Most of the elementary parent comments, solicited at the end of the survey, indicated enthusiastic support of their specific Magnet programs and indicated that parents made wise specialty selections for their children. They requested expansion of the programs into the middle school level. Overall, some black and white parents noted racial bigotry in some students and staff. Former concerns about school bus schedules were not mentioned, but some parents continued to fault bussing as time-consuming, energy-wasteful, a source of discipline problems, and a deterrent to student participation in after-school activities and parent participation.

Many middle and high school parents requested higher academic standards. Some high school parents requested that career specialties be limited to students who are interested in the subject and motivated to study.

Most programs had many staunch supporters and a few detractors. Whatever their viewpoints, those parents who responded provided considered comments and suggestions.

OBJECTIVE II

At least 75 percent of the pupils participating in the Environmental Education Program will show mastery (80% or more correct items) of environment concepts when tested at the end of the school year with a locally-developed instrument.

The Environmental Education Program is integrated into the total K-6 curriculum at Hawley School. Curriculum is closely bound with the subject matter of a year-long series of field trips to sites which include Hawthorne Glen*, Camp Upham Woods*, Milwaukee County Wehr Nature Center, Palmyra Nature Area*, Oak Ridge Farm*, and others.

In addition, special texts are used in all classes. The social studies series is "Windows in Our World" by Houghton-Mifflin. Science texts are "LEAF"** for kindergarten through upper primary and "Examining Your Environment" by Winston, Ltd., for grades four through six. In 1979-1980, a combined science/social studies test was developed for each grade level, kindergarten through grade six. Objective test items were selected by curriculum supervisors and the environmental education specialist from item pools submitted by the teachers. The seven test levels were illustrated by an MPS artist. The same tests were administered by classroom teachers in June 1981. Results are reported in Table 9. Criterion performance for the objective was 80 percent or more items answered correctly by at least 75 percent of the pupils.

Criterion performance was achieved at every grade level, as in 1980. Pre/post and/or comparison group testing are scheduled for 1981-1982 to establish a baseline for year-end performance.

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* MPS Division of Municipal Recreation and Community Education

** Developed by Monroe Elementary School, Janesville, Wisconsin, for an ESEA Title III project

TABLE 9

TEST RESULTS
ENVIRONMENTAL EDUCATION

GRADE LEVEL	NUMBER OF PUPILS	POSSIBLE SCORE	CRITERION SCORE	PERCENT PUPIL MASTERY
K	18	12	10	78*
1	50	17	14	94*
2	26	24	19	77*
3	41	25	20	85*
4	38	48	38	97*
5	48	27	22	100*
6	26	19	15	96*

* Objective achieved

OBJECTIVE III

The performance of Multi-Language Project pupils in Grade 3 will exceed that of a sample of monolingual pupils in respect to English language arts, as measured by end-of-school-year test administration.

French and German are the languages used in the Eighty-Second Street Multi-Language Program. The pupils are native English speakers. Using the total immersion model, all oral and written communication from four-year kindergarten through first grade is in the language program in which the child enrolled, French or German. In second and third grade, English reading is introduced while French and German studies continue.

Based on research literature, Multi-Language Program pupils are expected to catch up with or surpass monolingual pupils despite their late introduction to English language arts. In Milwaukee, results of end-of-year tests have confirmed that expectation.

Third graders city-wide take Metropolitan Achievement Tests in May. Multi-Language Program achievement in English language arts was compared with city-wide results. In 1979, Multi-Language Program German pupils had lower percents of low-scoring students and higher percents of high scorers than the city-wide results in all categories except language and spelling. In 1980, the objective was achieved in all categories of English language arts, far surpassing the 1979 results. The curriculum supervisor attributed 1980's excellent performance to expansion of English studies to 45 minutes per day in third grade, pupil participation in the program since kindergarten, a high-achieving group, and the enhancement of language skills developed in an immersion program.

In 1981, the French specialty had expanded to third grade so that both German and French language backgrounds are represented in multi-language school performance. 1981 test results (Table 10) continued to demonstrate superior achievement by Multi-Language pupils in all language arts areas except spelling. English word knowledge, reading, and language skills appear to be facilitated by the acquisition of a second language. English spelling is not facilitated because it differs phonetically from German and French. Very little English spelling has been introduced in the immersion curriculum by the end of third grade.

As illustrated in Figure 3, the learning of a second language by the total immersion process results in superior English linguistics as well as second-language proficiency.

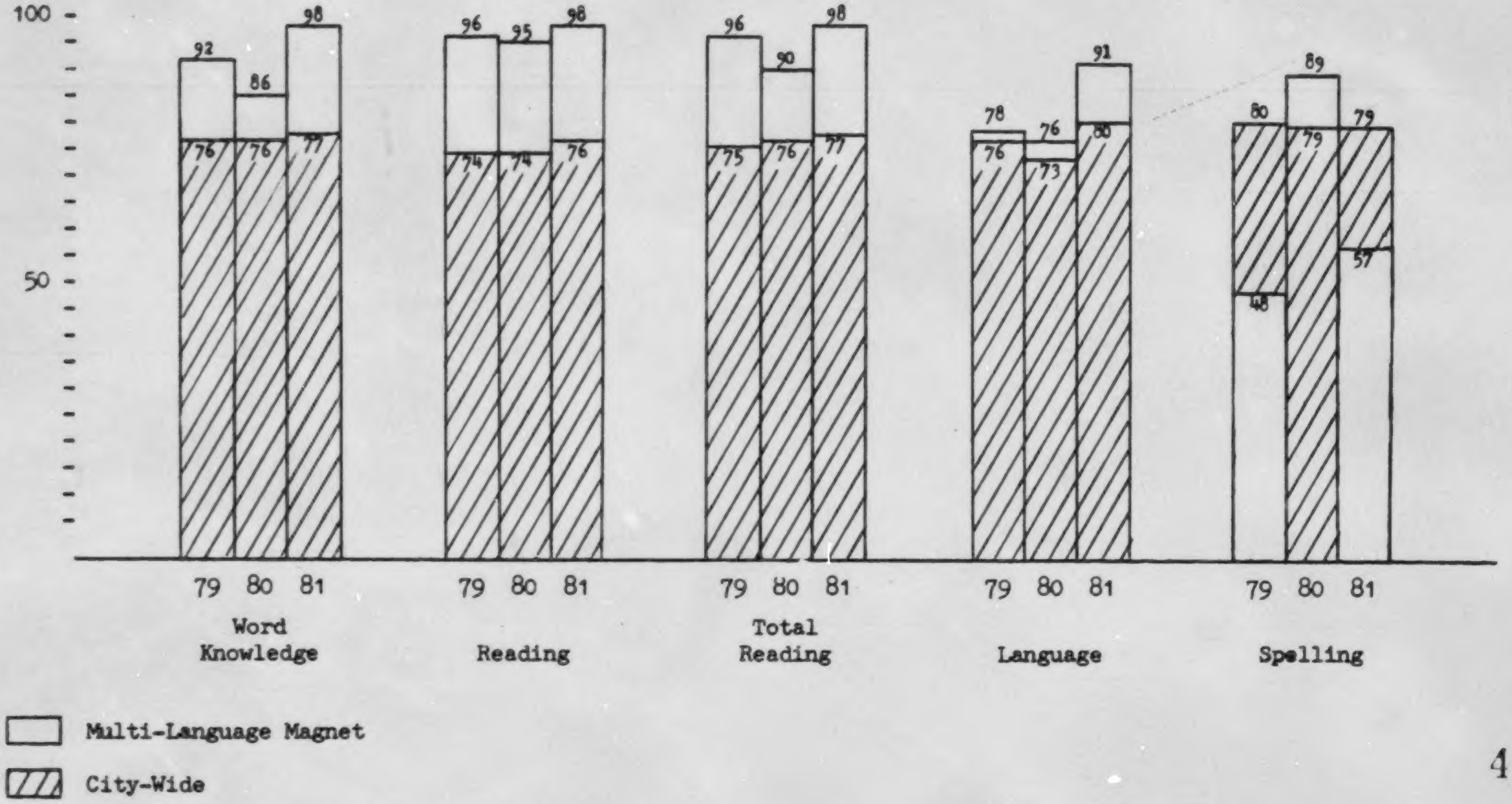
TABLE 10

PERCENTS OF THIRD-GRADE PUPILS SCORING IN THREE CATEGORIES OF THE PERCENTILE RANK SCALE ENGLISH LANGUAGE ARTS SUBTESTS OF THE METROPOLITAN ACHIEVEMENT TESTS 1981 MULTI-LANGUAGE PROGRAM EIGHTY-SECOND STREET SCHOOL

SUBTEST	NUMBER OF PUPILS	MULTI-LANGUAGE PROGRAM 82ND STREET SCHOOL Percent			NUMBER OF PUPILS	CITY-WIDE Percent		
		Low	Average	High		Low	Average	High
Word Knowledge	44	2	73	25	5,554	23	58	19
Reading	44	2	75	23	5,554	24	59	17
Total Reading	44	2	80	18	5,533	23	60	17
Language*	44	9	73	18	2,700	20	63	17
Spelling*	42	43	50	7	2,700	21	57	22

* City-wide option

FIGURE 3. ENGLISH LANGUAGE ARTS PERFORMANCE OF THIRD-GRADE MULTI-LANGUAGE MAGNET AND CITY-WIDE PUPILS ON THE METROPOLITAN ACHIEVEMENT TESTS, 1979-1981, PERCENT SCORING IN THE AVERAGE AND HIGH* CATEGORIES ON NATIONAL NORMS



* Average and high = 24-99 centiles

OBJECTIVE IVA

To improve the psychomotor and cognitive achievement through a health, science, and physical education program so that at least 70 percent of the participating pupils will surpass the 50 percentile level of fitness on the Youth Physical Fitness Test developed by the President's Council on Physical Fitness and Sports

The objective refers to the Science, Health, and Physical Education Magnet Program at Maple Tree Elementary School.

The Youth Physical Fitness Test is administered by physical education teachers to all Milwaukee Public Schools fifth and sixth graders at the end of the year. Test events are Flexed Arm Hang, Shuttle Run, Standing Long Jump, 50-Yard Dash, Softball Throw, 600-Yard Run Walk, and Sit-Ups.

Table 11 compares the performance of Maple Tree pupils with city-wide results for 1980 and 1981. Percentile ranks are referenced to national norms.

TABLE 11

PERCENT OF PUPILS SCORING ABOVE
THE 50TH PERCENTILE LEVEL ON
THE YOUTH PHYSICAL FITNESS TEST

ELEMENTARY SCHOOLS	NUMBER OF PUPILS			PERCENT ABOVE 50TH PERCENTILE			PERCENT ABOVE 85TH PERCENTILE		
	Gr 5 + 6 Spring		Gr 6 Fall	Gr 5 + 6 Spring		Gr 6 Fall	Gr 5 + 6 Spring		Gr 6 Fall
	1980	1981	1981	1980	1981	1981	1980	1981	1981
Maple Tree	128	187	57	93	43	55	33	3	15
City-Wide	7888	9079		74	74		18	18	

The objective was achieved in Spring 1980 but not in Spring 1981 when Maple Tree's performance was unexplainably low. Curriculum specialists speculated that there may have been tester differences. Therefore, the Youth Physical Fitness Test was repeated in September 1981 to the sixth grade (the same pupils tested as fifth graders the previous spring). This time it was administered by curriculum specialists from the Department of Health and Physical Education. The age-level norms take maturation effects into account. Spring 1981 sixth graders could not be retested as they had moved on to middle schools. The curriculum specialists considered the fall results to be accurate, although Maple Tree performance did not reach the program objective in this area. The outcome may have reflected a change in the 1981 program whereby one weekly gym period was devoted to swimming rather than the usual physical education program.

The health program at Maple Tree has three services unique to elementary schools: screening for scoliosis (curvature of the spine), screening for color blindness, and swimming lessons.

Physical education specialists found 22 possible scoliosis victims in an initial screening of 109 fifth- and sixth-grade pupils. A second screening by a physician and a nurse referred 12 of the 22 to their family physicians. One of the 12 started treatment, and 11 are under continuing observation by their family physicians.

Color blindness was found in nine pupils of whom six lacked total color vision and three lacked partial color vision.

Swimming lessons were provided at a neighborhood natatorium for 45 fourth-grade and 57 fifth-grade pupils. Twenty-two percent of the fourth graders and 23 percent of the fifth graders passed the Red Cross Beginner Skills Test. Eighteen percent of the fourth graders and 44 percent of the fifth graders passed 50 percent of the Beginner Skills Test requirements.

OBJECTIVE IVB

To improve psychomotor and cognitive achievement through a health, science, and physical education program so that participating pupils will display a significant improvement in knowledge relative to health education/science based on locally-developed pretests and posttests

Health Education

The health teacher and curriculum supervisor approved a standardized test for fifth and sixth grade. A fourth-grade test is in the process of local development by the health teacher and a colleague in cooperation with the evaluator.

The American Association for Health, Physical Education, and Recreation (AAHPER) Cooperative Health Education Tests measure achievement in health education. Form 4 for upper elementary contains 50 four-option multiple-choice questions on: consumer, community, international, and mental health; disease and disorders; personal health care; growth and development; nutrition; drug use and abuse; and safety and first aid.

Fifty-four fifth-grade pupils and 53 sixth graders were tested by the health teacher with the AAHPER in October and May. Results are reported in Table 12.

TABLE 12

PRE/POST PERFORMANCE OF
MAPLE TREE PUPILS ON THE
AAHPER COOPERATIVE HEALTH TESTS

GRADE AND SEX	NUMBER OF PUPILS	PRE, OCTOBER 1980		POST, MAY 1981		t
		$\bar{x}$	SD	$\bar{x}$	SD	
Grade 5:						
Girls	24	23.4	8.7	36.2	7.8	9.78*
Boys	30	24.9	10.9	35.0	10.0	6.99*
Grade 6:						
Girls	23	30.2	8.7	34.0	10.5	3.21*
Boys	30	30.9	9.2	34.5	9.3	3.04*

* Pre/post difference is significant beyond the .01 level of confidence.

A statistically-significant increase in posttest over pretest scores demonstrates achievement of the objective, improvement in health knowledge. At the end of the year, Maple Tree fifth-grade girls and boys and sixth-grade boys ranked in the average range on national norms. Sixth-grade girls were at the top of the low range.

The objective was also met in 1980 on the Health Behavior Inventory, an instrument which was less reflective of course content than the AAHPER (Addison-Wesley Publishing Company, Inc.).

Science

The science test of the Sequestial Tests of Educational Progress (STEP III) by Addison-Wesley Publishing Company, Inc., were administered pre and post by the science teacher. Fourth-grade pupils were tested with Level E, fifth and sixth grades with Level F.

The STEP Science Test covers concepts in earth, biological, and physical sciences. Responses to the 50 multiple-choice items require identification, classification, experimentation, measurement, interpretation, inference, and prediction.

The objective was achieved. As reported in Table 13, there was significant improvement in posttest over pretest scores.

TABLE 13

PRE/POST PERFORMANCE ON THE
STEP SCIENCE TEST, GRADES 4, 5, AND 6

GRADE LEVEL	NUMBER OF PUPILS	PRE, OCTOBER 1980		POST, MAY 1981		t
		$\bar{x}$	SD	$\bar{x}$	SD	
4	48	39.0	6.6	41.8	5.9	5.77*
5	44	26.6	9.5	30.3	10.2	4.04*
6	50	28.5	8.8	34.4	8.1	8.35*

*** Pre/post difference is significant beyond the .01 level of confidence.**

In 1980, the first year of the program at Maple Tree School, the test was administered only to the fourth grade with similar results.

Mean score percentile ranks in national norms were 41 to 48 in fall and 43 to 49 in spring, indicating that normal progress was made and that Maple Tree pupils remained in the average range of performance.

In summary, the Science, Health, and Physical Education Program at Maple Tree School met the cognitive objective of increased knowledge in the areas of health and science.

OBJECTIVE V

At least 90 percent of the students participating in each high school Magnet specialty program will show, on locally-developed instruments administered at the end of the project year, that:

A. they are satisfied with their school program.

B. they (non-graduating students) intend to re-enroll during 1981-1982.

A Career Specialty Student Survey developed by the career education supervisor, the evaluator, and curriculum supervisors was administered to 1,378 Grade 10, 11, and 12 high school Magnet students in April 1981.

Results are shown in Table 14.

TABLE 14

MAGNET PROGRAM HIGH SCHOOL CAREER SPECIALTY STUDENT SURVEY, SPRING 1981

SURVEY ITEMS		PERCENT RESPONSE TOTAL 1981 12 Schools	PERCENT RESPONSE TOTAL 1980 8 Schools
	NUMBER OF RESPONSES	1,378	382
1) How much time do you spend at this school?	Entire day	87	Not an item
	Specialty courses only	12	
	No Response	1	
2) What is your sex?	Male	48	52
	Female	52	48
3) What grade are you in?	9	12	10
	10	30	35
	11	38	24
	12	20	13
	No Response		19

TABLE 14 (Cont'd)

SURVEY ITEMS	PERCENT RESPONSE	
	TOTAL 1981 12 Schools	TOTAL 1980 8 Schools
NUMBER OF RESPONSES	1,378	382
4) Which is your race or ethnic group?		
Asian	2	2
Black	26	38
Hispanic	3	1
Native American	2	2
White	67	53
No Response	<1	4
5) How many years have you been in the magnet specialty at this school? Count this year as one year.		
One	47	29
Two	40	20
Three	11	<1
No Response	2	50
6) Do you plan to continue in the same magnet program next year?		
Yes	62	63
No	36	35
No Response	2	2
Number of "No" Responses	498	134
7) If you answered "No" to Question 6, why not?*		
a. I will graduate in June.	53	10
b. I don't have many friends at this school.	1	1
c. I have learned that I am not interested in this career specialty.	23	10
d. Transportation is too difficult.	3	2
e. The magnet courses are too difficult.	12	16
No Response	8	2
8) If you answered "No" to Question 6 and if you are not graduating this year, where do you plan to enroll next year?		
a. A different career specialty program	7	4
b. A vocational education program	3	4
c. The regular high school program	30	10
d. Other	11	2
No Response	49	15

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* Some multiple answers

TABLE 14 (Cont'd)

SURVEY ITEMS	PERCENT RESPONSE TOTAL 1981 12 Schools	 TOTAL 1980 8 Schools
NUMBER OF RESPONSES	1,378	382
Number of "Yes" Responses	860	240
9) If you answered "Yes" to Question 6, what is the main reason you plan to continue in the magnet program at this school?*		
a. I like this school.	9	14
b. My friends are here.	4	7
c. I like the magnet specialty.	25	19
d. I am interested in this career area.	51	32
e. This school is close to home.	9	9
No Response	2	10
QUESTIONS 10 AND 11 ARE FOR GRADUATING SENIORS ONLY.		
Number of Responses	279	
10) If you are a graduating senior, what are your plans for next year?*		
a. Get a job	31	Not an item
b. Continue my education at a technical school	21	
c. Go to college	39	
d. Other	11	
11) How much influence did the specialty program have on your plans for next year?*		
Great influence	50	Not an item
Some influence	40	
A little influence	14	
No influence	11	
QUESTIONS 12-14 ARE FOR EVERYONE.		
12) What do you consider the best feature of your school's magnet career specialty? (See text.)		
13) How could the program be improved to do a better job of meeting your educational needs? (See text.)		

---

* Some multiple answers

TABLE 14 (Cont'd)

SURVEY ITEMS		PERCENT RESPONSE	
		TOTAL 1981 12 Schools	TOTAL 1980 8 Schools
	NUMBER OF RESPONSES	1,378	382
14) Are you satisfied with your school program?			
	Yes	69	Not an item
	No	8	
	Undecided	19	
	No Response	4	

A. Satisfaction With Program

The final survey item poses the direct question, "Are you satisfied with your school program?"

The 1,378 student responses were:

Yes = 69%
No = 8%
Undecided = 19%
No Response = 4%

The item included "Undecided" as an optional response, which gave students a chance to avoid the unequivical "Yes" or "No" if they had reservations about some aspects of their program. Only 19 percent used the "Undecided" option, while 69 percent expressed positive satisfaction and only eight percent were not satisfied. Although the criterion 90 percent satisfaction was not met, one could conclude that there is great satisfaction overall with career specialty education. Within programs, greatest satisfaction (92%), was reported with Hamilton's Marketing and Word Processing Specialties.

B. Intent to Re-Enroll

Item six addresses the question, "Do you plan to continue in the same magnet program next year?" Results, including graduating seniors, were "Yes", 62 percent, "No", 36 percent.

Graduating seniors comprised over half (53%) of the "No" group. Of the remaining 1,113 students, 77 percent plan to re-enroll. This is 13 percent

2

short of the criterion for the objective. Almost half of the 23 percent who did not plan to re-enroll did not answer Question #8 regarding their school plans for next year. This apparent indecision may indicate a need for additional guidance for students who find that a certain career specialty program does not meet their needs. Most of those leaving their specialties had discovered, during school exploration of the career, that they were not interested in it (Item #7). This is considered a positive outcome which provides an opportunity for investigation of alternative careers. Many others left because they found the course work too difficult. This outcome may indicate a need for a screening process to help insure that applicants for specific career specialties will be likely to succeed.

On the other hand, of those who plan to re-enroll, 76 percent reported their reason as interest in the career area or liking the magnet specialty.

Additional Findings

As reported in Table 14, many items also appeared in the 1980 survey of a smaller student sample. A comparison reveals stable results over the two years, the most notable difference being a decrease in year-end minority population from 1980 to 1981.

A striking similarity is the proportion of students who plan to re-enroll (62-63%). Continued stability of the re-enrollment figure will simplify long-range planning.

Survey Items #12 and #13 called for comments on the best features of the career specialties and suggestions for improvement.

Best Feature

As in 1980, students reported that the best features of career specialties are: job preparation, the teachers, field trips, the facilities, the opportunity to explore a career, the equipment, the "togetherness" of specialty students, opportunities to be creative, extended class periods, individual attention, the specialty courses, smaller classes, learning to use the tools of the trade in a professional way, senior internships, and the speakers from the career area.

Suggestions for Improvement

As in 1980, students suggested expansion of program and staff, better screening into programs, special help for slower students, and more field trips and on-the-job experience. 1981 students also requested more discipline, less book work and more hands-on experience, and more advanced courses. In addition, they want more of the features they like -- equipment, facilities, supplies, space, speakers, and extended class periods.

In summary, almost 69 percent are satisfied with their career education program and 77 percent plan to continue in it. The criterion 90 percent satisfaction and re-enrollment could probably be achieved if career specialty programs had entrance requirements which would screen students for interest and aptitude.

OBJECTIVE V

At least 90 percent of the students participating in each high school magnet specialty program will indicate, on locally-developed instruments administered at the end of the project year, that:

C. they have mastered 75 percent or more of the grade-level subject matter indigenous to the career specialty of their choice.

Curricula for all of the career specialties were developed locally by teachers and curriculum specialists. Course content prepares students for an entry-level job or further technical training or college entrance. In 1980, program staffs developed a mastery test for one course in each specialty. In 1981, many of these were revised and new tests were developed for new Magnet specialties.

School staffs selected one course to be tested in each specialty component and developed a pool of 50 objective and/or performance test items covering the main concepts of the course. Item pools were sent to the Research Department. The Central Office curriculum specialist for each subject then selected 20 or more items to comprise the mastery test. Performance test sections were developed for courses in truck driving, dance, art, word processing, and banking.

Curriculum supervisors edited the tests and selected items with a view to enhancing the probability of attaining the evaluation objective. In several cases, teachers were requested to rewrite or modify parts of the item pools to change the level of difficulty or improve the format. Mastery tests were administered and scored by teachers in January or June. Teachers had the opinion of using the tests as final examinations. Tests in 24 different career specialties were administered.

Criterion performance was achieved in Lodging/Tourism and Recreation (Canoeing and Sailing). Others fell short of mastery by varying degrees (Table 15). Over all programs, 470 (52%) of the 904 students met the criterion.

Fourteen of the 1981 tests were developed and used in 1980. As reported in Table 15, group gains were posted in 1981 for nine (64%) of those 14 courses.

Overall, both the 1980 and 1981 results fell far below the expectation that 90 percent of the career specialty students would show mastery of 75 percent of the test items, which represents C or average work. Program specialty teachers reported that the criterion is too stringent for some of the student population. They offered several suggestions for increased success in achieving the objective including:

TABLE 15

MAGNET CAREER MASTERY TESTS 1981

SCHOOL	COURSE	GRADE LEVEL	CRITERION SCORE (75 Percent of Possible Score)	NUMBER TESTED	PERCENT ACHIEVING CRITERION (Criterion=90%) 1981	1980
Bay View	Art Careers Seminar	12	75	11	82	100
	Jazz Dance	11-12	38	28	79	92
	Music Theory I	10	62	42(2)*	43	55
	Theatre	10-11-12	75	27	44	69
Custer	Chemical Technology I	10-11-12	27	14	71	47
	Plastic Technology	11-12	38	13	54	43
	Refrigeration/Air Conditioning	11-12	75	15	87	83
Hamilton	Marketing	11-12	75	25	8	
	Word Processing	11-12	75	55	60	
Juneau	Banking	11-12	75	18	56	
	Small Business Management	11-12	75	21	76	
	Real Estate	11-12	75	15(4)*	53	
King	College Skills Orientation	9	75	174	65	64
Madison	Environmental Science	10	19	29(3)*	59	
Marshall	Broadcasting	11	23	49	86	50
	Journalism	11-12	18	12	83	38
Pulaski	Introduction to Truck Driving	11-12	68	19	57	68
Riverside	Human Services Career Survey	10-11-12	22	22(20)*	73	10

( )* = Number of high-achieving students exempt from final exams. If these students had been tested and met the 75 percent criterion, their programs would still fail the 90 percent criterion.

TABLE 15 (Cont'd)

SCHOOL	COURSE	GRADE LEVEL	CRITERION SCORE (75 Percent of Possible Score)	NUMBER TESTED	PERCENT ACHIEVING CRITERION (Criterion=90%)	
					1981	1980
South Division	Food Service Survey	11-12	75	36	28	
	Lodging/Tourism	10-11	37	28	54	
		12	75	5	100**	
	Recreation: Bowling	11-12	75	18	83	
	Recreation: Canoeing and Sailing	11-12	37	14	92**	
Vincent	Agribusiness and Natural Resources Career Survey	9	37	20	55	26
	International Studies: Eastern Area Studies	9-10	26	22	32	
Washington	Computer Science	9-12	30	88	48	8
	Computer Applications in Business and Industry	10-12	20	84	23	

* Test included ten foreign language items in French, German, or Spanish.

** Achieved criterion

-- lower the proportion of students expected to achieve the objective.

-- lower the mastery level.

-- revise tests to clarify ambiguous items.

-- exempt exceptional education students and chronic truants from testing.

-- test advanced level courses rather than beginning survey courses.

-- develop more performance tests.

In conclusion, it would appear advisable to review this objective with curriculum supervisors and specialty teachers in order to arrive at consensus on expected achievement and on testing procedures. It is further recommended that schools which ordinarily exempt high achievers from exams require them to take the mastery tests. Performance would surely improve if the best students were among those tested.

OBJECTIVE VI

To enable magnet school students at the high school level to attend school with fewer absences and suspensions than the city-wide rate during the 1980-1981 school year as indicated by school and district records in June 1981

Magnet high school career specialties are intended to attract students into programs of their choice. In addition, there is an expectation that these students will be highly motivated to attend classes regularly because of personal interest and the special curricula and facilities. The expectation was confirmed.

Absences

At the high school level, attendance is taken during every class period. During the 1980-1981 school year, there were 184 period absences per non-Magnet student and 128 period absences per Magnet specialty student. Magnet students had 30 percent fewer period absences than non-Magnet students.

Suspensions

During the 1980-1981 school year, there were 65 high school suspensions per 100 non-Magnet students. High school Magnet student suspensions numbered 38 per 100 students. Magnet students had 42 percent fewer suspensions than non-Magnet students.

Magnet high school students had fewer absences and suspensions than students not enrolled in specialty programs. These data are considered evidence of the holding power of the special Magnet programs.

Process Evaluation

Two methods were used to monitor the implementation of project activities:

1) Activity Report: a rating of the status of implementation of each project activity and a report of associated problems, if any. The report was completed in November, February, and May by the school staff persons who administered the programs. Copies were forwarded to program curriculum specialists and curriculum supervisors.

2) Consultant Report: a rating of the value of consultants' presentations. Ratings were completed by the persons who obtained consultant services, either the school staff member or Central Office specialist or supervisor.

This section describes the findings of process evaluation activities.

Activity Report

In November, February, and May, Magnet school principals or implementors were requested to rate the status of activities described in their specialty's proposal. Twenty-nine schools, each committed to five to 20 activities, rated 361 activities and their components for 41 Magnet specialties. Table 16 shows the number and percent of ratings for each level of a five-point scale in May 1981.

TABLE 16

RATINGS OF
MAGNET PROGRAM ACTIVITIES
MAY 1981

RATING SCALE	STATUS OF ACTIVITY	RATINGS BY SCHOOL PROGRAM DIRECTORS Number *1981	Number 1980	Percent 1981	Percent 1980
1	Activity has been deleted because of budget cuts	4	7	1	3
2	Activity has not started	14	15	4	7
3	Activity is in initial stages	18	28	5	12
4	Activity is functioning as modified	39	33	11	14
5	Activity is functioning as described	286	147	79	64

* 1981 = 29 schools, 1980 = 19 schools

One percent of the activities were proposed but not funded (Rating 1). Four percent of funded activities had not started (Rating 2), and five percent were in the initial stages (Rating 3). These activities included some inservice sessions, some parent/community events, some late arrivals of equipment or supplies, and some activities which required long-term planning such as development of new facilities. The remaining 90 percent of activities were functioning by May (Ratings 4 and 5). Of those functioning, 11 percent were modified slightly due to budget or other constraints.

The fact that federal funding started in September rather than November, as the previous year, is a factor in the improvement of 1981 ratings over 1980 ratings.

Consultant Report

Twenty-nine schools reported using a total of 96 consultants. Each consultant was rated against a four-point scale, as shown in Table 17.

TABLE 17

RATINGS OF NINETY-SIX
MAGNET PROGRAM CONSULTANTS

RATING SCALE	VALUE OF PRESENTATION	RATINGS BY PROGRAM STAFF	
		Number	Percent
MV	Minimum Value	2	2
SV	Slight Value	1	1
V	Valuable	15	16
VV	Very Valuable	78	81

The 97 percent who received a "Valuable" or "Very Valuable" rating (up four percent from 1980) indicates that the consultants selected presented useful material. Consultants for individual schools are included with program descriptions. Program personnel were highly successful in the selection of expert consultants.

Special Studies

Three additional studies investigated questions posed by Magnet Program staff:

1) The High School Career Specialty Follow-Up Survey to determine how effectively program curricula meet needs for post-high school job entry and education

2) The Golda Meir Parent Survey to identify factors influencing parent participation in the elementary Gifted and Talented Program

3) A pre/post measure of creative ability at Elm School for the Creative Arts to determine whether increased creativity is a program effect

The designs and findings of the three studies are reported in this section.

High School Career Specialty Follow-Up

The first annual survey of high school specialty program graduates was conducted in December 1980 using a model developed and piloted in 1979 through Washington High School's Computer Data Processing Program. The survey covers post-graduate education and employment and program effectiveness in student preparation. Career specialty implementors in 11 high schools adapted the model form to those specific programs which had existed long enough to have graduates: Visual and Performing Arts; Applied Technology; Marketing and Word Processing; Small Business Management; Communications and Media; Health*; Transportation; Community Human Services; Tourism, Food Services, and Recreation; Computer Data Processing; and Law*. Of 417 graduates contacted in original and follow-up mailings, 160 (38%) responded. Students in the Computer Data Processing Specialty prepared the responses for data analysis.

Results

Results for 20 items are shown in Table 18. Results for the remaining five items are included below. The major findings are:

Education

— Of the 63 percent of the graduates continuing their education, 51 percent attend school fulltime. Within the specialties, over 70 percent are full-time scholars from Visual and Performing Arts, Communications and Media, Health, and Community Human Services.

—Sixty-eightpercent attend college, 32 percent a technical or other school.

-Seventy-one percent are enrolled in an educational program directly or indirectly related to their high school specialty.

Employment

-Sixty-eightpercent are employed full or part-time, the greatest proportion from Applied Technology and Marketing and Word Processing.

— Seventy percent earn $3,000 to $11,999 annually. Twentyeightpercent earn less than $3,000 annually.

— Forty four percent prefer to work fulltime, but only 34 percent have a full-time job. Thirty-nine percent prefer a part-time job, but only 32 percent work part-time.

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* Not funded by ESAA Title VI in 1980-1981

TABLE 18

RESPONSE CATEGORY PERCENTS FOR THE GRADUATE SURVEY OF MAGNET HIGH SCHOOL CAREER SPECIALTY PROGRAMS IN DECEMBER 1980

(11 schools, 160 respondents)

	PERCENT RESPONSE*
EDUCATION	
1) I am . . .	
attending school fulltime.	51
attending school part-time.	12
not attending school.	37
No Response (N=8)	
2) I attend a . . .	
four-year college-undergraduate school.	46
college-graduate school.	22
two-year technical school.	22
Other	10
No Response (N=65)	
3) My approximate cumulative GPA is (based on A = 4.0 scale) . . .	
above 3.5.	15
3.0 to 3.5.	27
2.5 to 3.0.	26
2.0 to 2.5.	24
less than 2.0.	8
No Response (N=68)	
4) My educational program is . . .	
directly related to my magnet specialty.	45
indirectly related to my magnet specialty.	26
not related to my magnet specialty.	29
No Response (N=66)	

	PERCENT RESPONSE*
5) Most recent degree/certificate received:	
High school diploma	96
Two-year technical/vocational degree	--
Four-year college/technical degree	--
Other	4
No Response (N=21)	
EMPLOYMENT	
6) I currently . . .	
have a full-time job (35 hours a week or more).	34
have a part-time job.	32
have more than one job.	3
don't have a job.	31
No Response (N=13)	
7) My total annual salary or wage is (only used to determine averages, ranges, etc.) . . .	
less than $3,000.	28
$3,000 to $5,999.	34
$6,000 to $8,999.	18
$9,000 to $11,999.	18
$12,000 to $14,999.	--
$15,000 to $17,999.	1
$18,000 and above per year.	1
No Response (N=59)	

* Percents of those responding to item

TABLE 18 (Cont'd)

(11 schools, 160 respondents)

	PERCENT RESPONSE*
8) For your principal employment, what are the name and address of your company, job title, and duties?	
Employed in specialty field	51
No Response (N=1)	
9) Currently, I prefer . . .	
a full-time job.	44
a part-time job.	39
no employment.	17
No Response (N=9)	
10) Have you attempted to obtain a job related to your magnet specialty?	
No	49
Yes	51
No Response (N=23)	
11) My employment preference is . . .	
related to career specialty.	95
unrelated to career specialty.	5
No Response (N=43)	
In preparing me for employment, the following aspects of the program were very helpful or helpful:	
12) Course work	79
13) Career exploration activities	73
14) Independent learning activities	78
15) Facilities	81

	PERCENT RESPONSE*
In preparing me for continuing education, the following aspects of the program were very helpful or helpful:	
16) Course work	68
17) Career exploration activities	63
18) Independent learning activities	71
19) Facilities	66
20) What is your overall opinion of your school's specialty program?	
Excellent	50
Very good	36
Good	11
Fair	1
Poor	2
No Response (N=3)	
21) What is your opinion about the amount of time spent using the equipment in the specialty program?	
Too much	3
About right	66
Too little	31
No Response (N=3)	
22) How well has the specialty program prepared you for entering the field?	
Very well	51
Satisfactory	43
Unsatisfactory	6
No Response (N=11)	

* Percents of those responding to item

— Fifty-one percent attempted to obtain work related to their Magnet specialty.

— The survey requested graduates to describe their current jobs and to name their job preferences.

Most of the full and part-time jobs are entry-level positions in stores, offices, hospitals, restaurants, hotels, banks, and industries as clerks, aides, receptionists, and helpers. Most graduates who work in areas related to their specialty had been enrolled in Applied Technology, Word Processing, Food Services, and Computer Data Processing. The majority of respondents prefer careers in their specialty field and aim for higher-level jobs.

Preparation

— Course work, career exploration, independent learning activities, and facilities and equipment were rated helpful or very helpful for:

1) employment by 73 percent or more.
2) continuing education by 63 percent or more.

— Ninety-seven percent reported a positive overall opinion of their specialty program (Excellent = 49%, Very Good = 35%, Good = 11%).

— Sixty-six percent felt that the amount of time spent in the specialty was about right. Thirty percent felt there was too little time.

— Ninety-four percent reported that preparation for post-high school education was very good or satisfactory.

Optional Responses

Graduates were asked to comment on the effects of their program and to suggest changes. Their answers to the three open-ended questions included 359 positive statements, 47 negative statements, and 106 suggestions.

How did participation change your educational plans?

Graduates reported these main effects.

- — A decision to attend college
- — A realization that they did not wish a career in the specialty
- — An introduction to the variety of career possibilities related to the specialty
- — Knowledge of training requirements for various occupations
- — Career goals were developed or modified.

How did (will) your specialty program make a difference in applying for a job?

Graduates reported that the specialties provided them:

- -- the advantage of training and experience in the specialty.
- -- preparation for job applications.
- -- increased self-confidence.
- -- a reference for employers.
- -- the ability to use special equipment and perform special procedures.
- -- qualifications to start at a higher entry level.
- -- faster advancement.
- -- introduction to possible employers.
- -- less need for on-the-job training.
- -- an understanding of the career vocabulary.
- -- demonstration of an interest in the field.

Suggestions for changes

Overall, graduates felt that the specialty programs should have:

- -- more space.
- -- more and/or better equipment.
- -- screening to eliminate students who lack interest or ability.
- -- higher academic standards.
- -- more time in the program.
- -- more field trips.
- -- more teachers for greater individualization.

In summary, almost all of the responding graduates derived great benefit from participation in the Magnet specialties. The programs gave them direction for post-high school education and/or job entry. They reported that it armed them with skills, knowledge, and self-confidence which gave them a competitive advantage in the job market and the halls of higher education.

Golda Meir Parent Survey

Parents of all 253 pupils attending Golda Meir School for the Gifted and Talented were surveyed by mail in November 1980 to find out why they do or do not participate in Parent-Teacher Organization and school activities. Although Meir parents are more involved in school affairs than those in most of the other schools, the staff wished to broaden the base of parent support.

Respondents checked the appropriate multiple-choice answer to six items of background information. They were then surveyed on two questions: (1) the reasons parents participate and (2) the factors likely to prevent parent participation. In each case, they were asked to rank the three most important of several possible reasons stated or to write in other reasons.

Of the 253 surveys sent, 121 (48%) were returned. Responses to background information are reported in Table 19. Tables 20 and 21 contain responses to the two survey items.

The findings revealed that the prime reasons parents attend events are because they are interested in what's going on, their children are involved in the event, or they want to help make decisions affecting their children. In other words, parents' motivation to go to the school is child-centered. They do not go for social reasons.

Time is the main factor preventing parents' attendance at school functions. Either there is a conflict with work schedules or with having children in more than one school. In addition, parents are reluctant to leave children alone at home in order to attend parent meetings.

The inference is that more parents would be likely to participate if the timing of school functions coincided with their non-work hours and if children could be cared for in the parents' absence. This inference is based on the responses of the 50 percent of parents who completed the survey, which may or may not represent the viewpoints of the non-respondents.

In the reported results, ethnicity was not a factor. Both minority and non-minority parents agreed on the three most important reasons for parent participation and the factors likely to prevent parent participation. Meir School's population is approximately 40 percent minority. The survey respondents are 22 percent minority.

TABLE 19

GOLDA MEIR PARENT SURVEY
BACKGROUND DATA
NOVEMBER 1980

N = 121

	NUMBER OF ADULTS	PERCENT
Number of adults (persons age 18 or older) living in the home	1	21
	2	70
	3	7
	4	2

	NUMBER OF CHILDREN	PERCENT
Number of children living in the home	1	14
	2	43
	3	24
	4	12
	5	7

	NUMBER OF ADULTS	PERCENT
Number of adults employed outside the home	1	50
	2	43
	3	2
	4	2
	No Response	3

	NUMBER OF YEARS	PERCENT
Number of years, including this year, child (children) has (have) attended Golda Meir	1	33
	2	31
	3	27
	4	9

		PERCENT
Family status in the home	BOTH PARENTS	69
	SINGLE PARENT	28
	OTHER	3

		NUMBER	PERCENT
Ethnic background	AMERICAN INDIAN OR ALASKAN	0	0
	ASIAN OR PACIFIC ISLANDER	2	2
	HISPANIC	2	2
	BLACK	22	18
	WHITE	92	76
	No Response	3	2

TABLE 20

ITEM A:
REASONS WHY PARENTS PARTICIPATE IN PTO OR SCHOOL ACTIVITIES

	FIRST CHOICE		SECOND CHOICE		THIRD CHOICE		COMBINED FIRST, SECOND, OR THIRD CHOICE	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Parents are interested in what's happening at school	36	31	25	21	17	14	78	64
Their child is involved in the activity	32	26	10		18	15	60	50
Parents want to help make decisions affecting their children	21	17	26	21	11		58	48
Parents find it helpful to become acquainted with their child's teacher	6	6	23	19	11		40	33
Parents feel it is their duty to participate in school events	6	5	9		14	12	28	23
Parents want to express their opinion on controversial issues	2		6		14	12	22	18

TABLE 21

ITEM B:
FACTORS MOST LIKELY TO PREVENT PARENTS FROM ATTENDING PTO OR SCHOOL FUNCTIONS

	FIRST CHOICE		SECOND CHOICE		THIRD CHOICE		COMBINED FIRST, SECOND, OR THIRD CHOICE	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Work schedules conflict with the timing of school activities	45	37	23	19	13	11	80	66
Parents have children in more than one school and are not able to visit all of them	16	13	23	19	16	13	55	45
Parents do not receive notices of PTO and school functions	10	8	6	5	6	5	22	18
Parents do not want to leave children alone in the house	6	5	14	12	15	12	35	29

Effects of the Creative Arts Program on Pupil Creative Ability

The principal and staff of Elm School for the Creative Arts requested a study of the effect of the specialty program on creative ability: does participation and training in self-expression fostered by the program result in increased creativity?

The Group Inventory for Finding Creative Talent (GIFT) was administered pre (November) and post (May) to grades two, three, and four. This instrument "identifies students with attitudes and values usually associated with creativity. These attitudes include independence, curiosity, flexibility, and varied interests".(1)

In completing the GIFT, pupils indicate agreement or disagreement with 36 statements such as "Easy puzzles are the most fun". The primary level was administered to grade two and the elementary level to grades three and four.

Dr. Sylvia Rimm, developer of the GIFT, analyzed the data. Raw scores were converted to mean normal curve equivalents (normalized standard scores with a mean of 50 and a standard deviation of 21.06) to compare scores of the 74 pupils tested both pre and post. As reported in Table 21, there was a statistically-significant increase in creativity at grade three but not at grade two. Fourth-grade pupils scored so high in the pretest that the "test ceiling limited measuring any effect and regression to the mean probably explains the slightly lower score at posttest". Dr. Rimm reported that "cross-sectional studies show no significant change in scores between grades so, theoretically, significant increases can be attributed to the program. All norming is based on single grades thus adjusting for any maturational factors".

Findings based on the GIFT indicate that the Creative Arts Specialty does increase creative ability. Further studies are planned in 1981-1982 to confirm the findings and to investigate what program factors contribute to increased creativity beyond normal grade-level growth.

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(1) Rimm, Sylvia B. Manual, Group Inventory for Finding Creative Talent. Educational Assessment Service, Inc. Watertown, Wisconsin. 1976.

TABLE 22

COMPARISON OF PRE- AND POSTTEST
MEAN NCE* SCORES FOR GIFT 1980-1981
ELM SCHOOL FOR THE CREATIVE ARTS

GRADE LEVEL	NUMBER OF PUPILS	PRETEST		POSTTEST		t
		$\bar{x}$	SD	$\bar{x}$	SD	
2a	20	51.61	11.07	49.39	9.68	.67
2b	21	46.46	12.16	48.99	18.38	.56
3	21	44.06	13.06	59.30	20.57	3.14**
4	13	84.20	7.53	76.12	15.00	1.45
Overall	74	53.69	18.30	56.57	19.39	1.19

* NCE = Normal Curve Equivalent (Normalized standard scores, $\bar{x}$ = 50, SD = 21.06)

** Difference is significant at the .01 level of confidence

SUMMARY

For the fourth year, ESAA Title VI provided funds to assist in the voluntary desegregation of the Milwaukee Public Schools through a variety of Magnet specialty programs. In 1980-1981, over four million federal dollars enabled 29 unique curricula or teaching methods to attract over 11,000 students to 30 schools. This effort promoted the successful desegregation of all funded Magnet schools. The programs are:

MAGNET SCHOOLS:	MAGNET SPECIALTY PROGRAMS:
Elementary	
Clement	Continuous Progress
82nd Street	Multi-Language (German and French)
Elm	Creative Arts
Goodrich	International Education
55th Street	Early Language Immersion in Spanish
Hartford	Communication Arts
Hawley	Environmental Studies
MacDowell	Montessori
Maple Tree	Health Education, Science, and Physical Education
Golda Meir	Gifted and Talented
Sherman	Multi-Cultural Arts
67th Street	Continuous Progress
Townsend	Continuous Progress
21st Street	City-Wide Teacher/Pupil Learning Center
Middle	
Audubon	Humanities and Fine Arts
Fritsche	Visual and Performing Arts
King	Gifted and Talented
Kosciuszko	Multi-Cultural/Bilingual/IGE
Secondary	
Bay View	Visual and Performing Arts: Art, Dance, Music, Theatre
Custer	Applied Technology: Air-Conditioning/Refrigeration, Chemical Technology, Plastics
Hamilton	Marketing, Word Processing
Juneau	Small Business Management, Banking, Real Estate
King	School for the College Bound
Madison	Energy and Environment
Marshall	Communications and Media: Broadcasting, Journalism
Pulaski	Transportation, Transportation Office

Secondary (Cont'd)

Riverside	Community Human Services
South Division	Tourism, Food Service, Recreation
Vincent	Agribusiness, International Studies
Washington	Computer Data Processing

The federal funding supplemented local budgets for specialty school facilities and operation by providing money for teachers and paraprofessional aides, opportunities for writing new curricula, supplies and equipment, educational consultants, and field trips. Administrators and school staffs used the monies to create innovative curricula suitable for a variety of student interests.

Magnet Program students were expected to respond with improved academic achievement, increased multi-cultural understanding, better attendance, and a lower rate of suspensions at the high school level. The evaluation of progress toward attaining those objectives resulted in the following major findings:

1) Magnet Program elementary pupils showed a greater increase in multicultural appreciation (attitude toward different cultures) than traditional program pupils. The International Education and Multi-Language Magnets achieved the criterion 85 percent gain. However, Magnet and traditional program students had similar increases in multi-cultural understanding (knowledge of different cultures).

2) On tests of reading and mathematics, Magnet Program third graders exceeded city-wide performance levels and had a greater percent of high-scoring pupils than city-wide schools and the national sample. Seventh-grade Magnet Program students scored at the same level as city-wide middle schools, both groups having a lower percent of high-scoring students than the national sample.

3) Thirty-two percent of Magnet parents responded to a survey mailed to a random sample of 1,754. Of the 560 who replied, 86 percent reported that their child seems happy in school; 83 percent indicated they are satisfied with the educational programs; and 70 percent felt that Magnet Programs provide a better education. These percents were close to those of the 1980 survey. There was a drop this year of nine percent or more of parents who felt that integration has improved racial/ethnic relationships (44%) or increased ethnic understanding (54%), in classroom visits (71%) and in attendance at parent meetings (46%).

4) Pupils in the elementary Environmental Education Magnet demonstrated mastery of environmental concepts on tests of course content at each grade level from kindergarten through grade six.

5) Multi-Language Magnet third graders in total immersion German or French programs continued to score higher than their city-wide peers in English reading and all language arts except spelling. This continuing result provides added evidence that acquisition of a second language improves most English skills.

6) Pupils in the Health Education, Science, and Physical Education Magnet demonstrated significant pre/post improvement in health and science knowledge.

7) In response to a survey, 69 percent of 1,378 Magnet high school career specialty students expressed satisfaction with their school program, 19 percent were undecided and eight percent dissatisfied. Sixty-two percent planned to re-enroll in their specialty. Of the remaining 38 percent, over half were graduating seniors and about one-fourth found that they were not interested in the specialty.

8) Mastery tests were developed by staff members for one or more courses in each high school career specialty. The criterion for mastery (75% mastery by 90% of the students) was achieved in two of the 29 courses tested.

9) Magnet high school students had 30 percent fewer period absences and 42 percent fewer suspensions than non-Magnet students.

10) A follow-up survey of high school career specialty graduates revealed that 97 percent had a positive opinion of their specialty program. They reported that the programs gave them skills, knowledge, and self-confidence which afforded a competitive advantage in the post-high school worlds of work and continuing education.

CONCLUSION AND RECOMMENDATIONS

Each of Milwaukee's Magnet schools successfully draws students from all over the city into its own magnetic field representing a special curriculum interest. Federal funding makes it possible to launch and refine the special programs, but local personnel must be credited with the development and operation of timely curricula. Involvement with Magnet Programs is system-wide, including the Board of School Directors, all divisions of the central administration, school staffs, parents, community, and students.

Evaluation results indicate success in meeting most of the academic and multi-cultural goals. However, the sudden change from neighborhood schools to desegregated schools jars a long tradition which cannot be reversed overnight. Progress made since 1977 is impressive, but complete attainment of all goals will come about through a step-wise advance over time. Evaluation across programs shows progress in student achievement, parent satisfaction, increased multi-ethnic understanding, and better holding power as evidenced by increased attendance and decreased suspensions. However, there is work to be done within various groups contributing to total program figures in these areas. In the evaluator's opinion, the complete attainment of Magnet goals depends, in part, on finding solutions to the following problems:

1) Limited parent participation when the child's school is far away from the home neighborhood

2) Limited student participation in extra-curricular activities with bussing

3) Many courses of study have not been expanded to serve K-12. For example, art pupils can go from Elm Elementary to Fritsche Middle to Bay View High School to study the fine arts. Environmental Education pupils at Hawley, however, cannot continue in their specialty until the high school level (Energy and Environment at Madison or Agribusiness at Vincent).

4) Some high school career specialty students are unable or unwilling to succeed in challenging courses. In order to maintain high standards, students should be informed in advance about the level of class work. Special help should be provided for those who lack background but are interested in a specific course area.

5) Some students cannot attend their program of choice because of racial balance considerations. These students need special help in selecting alternative programs which are suited to their interests and abilities.

6) Assessment of high school career mastery programs should be modified to limit testing to students in higher level courses and to discontinue the exemption of high-achieving students.

Since 1977, the federal government has awarded Milwaukee major financial support through Title VI of the Emergency School Aid Act. These funds have been provided because the Milwaukee Public Schools create unique educational opportunities which attract students from all areas of a vast city and its suburbs. The result is desegregation without forced bussing. Continuing federal support is testimony to Milwaukee's ability to lure students from their neighborhood schools, to increase high school attendance and decrease suspensions, and to do a better job of public school integration than the other great cities.

Milwaukee's Magnet Programs have been so successful that many programs have been unable to accommodate all students who seek admission to them. The goal now is program expansion until waiting lists have been eliminated.